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ABSTRACT

This document is the final report for the second phase of the Basic Citizenship Competencies Project (BCCP). During the first phase of the project, seven basic competencies and attendant capacities were developed by the BCCP staff. Five products dealing with citizenship competencies were developed for specific user groups: (1) a handbook of basic competencies; (2) an instructional briefing guide for teachers and supervisors; (3) a briefing guide for school administrators; (4) a briefing guide for parents; and (5) a community leader briefing guide. The second phase of the project, which this report describes, was devoted to a wide range of activities focused on disseminating project products and ideas to a variety of client groups. First, the report describes initiatives of the project staff to encourage a variety of organizations (such as the Association for Supervision and Curriculum Development and the National Education Association) to co-publish project products. Another dissemination effort described in the report involved staff in submitting articles on the project to education related journals. The report then goes on to describe how thousands of individuals were reached through the national networks of both the Mershon Center and the Consortium. Another effort described was presentations made at professional meetings. A final dissemination effort was workshops. Project staff conducted workshops with school districts who were dealing with the problems of implementing citizenship education programs. Many "on-demand" workshops were also conducted for groups on specific problems. The appendices, which comprise the bulk of the publication, conclude the report. (Author/RM)

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A Final Report of the

BASIC CITIZENSHIP COMPETENCIES PROJECT

Funded by
The National Institute of Education
(Contract no. 400-78-0050)
July, 1, 1979 to June 30, 1980

Co-Directors:
Richard Remy, Mershon Center, Ohio State University
Mary Jane Turner, Social Science Education Consortium

This document is intended to serve as a final report for the second phase of the Basic Citizenship Competencies Project (BCCP), undertaken by the Mershon Center of the Ohio State University and the Social Science Education Consortium of Boulder, Colorado. The project was funded by the National Institute of Education, Dissemination and Improvement of Practice Division (contract no. 400-78-0050, July 1, 1979 to June 30, 1980). Richard Remy (Mershon Center) and Mary Jane Turner (Social Science Education Consoritum) served as Co-Directors of the project. Judy Kies (Mershon) was Administrative Coordinator. Other staff included James Davis, Sue Hawks and Fran Haley (the Consortium).

During the first phase of the Basic Citizenship Competencies Project, seven basic competencies and attendant capacities were developed by the BCCP staff with the assistance of a nationally representative Advisory Panel. Six projects were developed for specific user groups during the first phase: (1) a handbook of basic competencies which identified key competencies and learning experiences [Handbook of Basic Citizenship Competencies: Guidelines for Comparing Materials, Assessing Instruction and Setting Goals, by Richard Remy]; (2) an instructional briefing guide which contained tools to help teachers and supervisors examine the relationship of their curriculum and classroom management techniques to citizenship competencies and learning experiences [A Guide to Basic Citizenship Competencies: Recommendations for Comparing Curriculum Materials, Assessing Classroom Instruction, and Setting Goals, by Mary Jane Turner]; (3) a briefing guide for school administrators which considered school management practices related to the competencies and learning experiences [Principals and Citizenship Education: A Guide for Effective Leadership, by Lonnie H. Wagstaff, Richard C. Remy, Rodney Ogawa, and Richard McCullough]; (4) a briefing guide for parents to assist them in appraising their children's citizenship learning experiences [Developing Your Child's

Citizenship Competence, by Mary Jane Turner]; (5) a community leader briefing guide to help voluntary organization members and others to examine the relationship of community activities to citizenship competencies [The Community and Citizenship: A Guide for Planning and Leadership, by Mary Jane Turner]; and (6) an Executive Summary of project activities and findings.

The second phase of the project (July 1, 1979 - June 30, 1980) was devoted to a wide range of activities focused on disseminating project products and ideas to a variety of client groups. Specific initiatives were undertaken to (1) encourage a variety of organizations to co-publish project products and for project Co-Directors to submit articles to education-related journals, (2) to link with existing Mershon and Consoritum networks, (3) to link with key staff of other networks, (4) to make presentations at relevant professional association meetings, and (5) to conduct workshops for user groups.

1. Publication

a. Co-publication of five project products

The Handbook was submitted to the Association for Supervision and Curriculum Development (ASCD) with a proposal to co-publish, the project being prepared to provide camera-ready copy according the the organization's specifications. (Similar offers were made to other organizations for the other BCCP products.) ASCD subsequently published the manuscript and 37,000 copies were distributed by ASCD to its membership. According to terms in the project budget, 400 copies were purchased by BCCP and distributed by project staff to NIE, the project Advisory Panel, and to individuals who had requested the document during the first phase of the project. (The Mershon Center privately purchased 600 copies of the document and forwarded them to members of the College and University Faculty Assembly of the National Council for the Social Studies, elected membership of the Social Science Education Consortium, education editors of selected news magazines and major newspapers, and other interested individuals and organizations).

The instructional briefing guide, A Guide to Basic Citizenship Competencies: Recommendations for Comparing Curriculum Materials, Assessing Classroom Instruction, and Setting Goals, was submitted to the National Education Association and the National Council for the Social Studies for possible co-publication. Neither organization accepted the offer, similar to that made to ASCD. In lieu of co-publication, this document was then xeroxed and distributed to members of the Council of State Social Studies Supervisors (CS4) with an invitation for them to reproduce all or parts of the document for use within their state. The CS4 group was chosen because the document was specifically intended for use by classroom teachers and curriculum supervisors and this group comprises the clientele served by CS4. BCCP subsequently published the guide itself and distributed 400 copies to individuals who had requested it.

Co-publication of the guide for principals, Principals and Citizenship Education, was sought from the National Association of Elementary School Principals, the National Association of Secondary School Principals, the American Association of School Administrators, and the Association for Supervision and Curriculum Development. None chose to co-publish, but, as indicated later in this report, successful initiatives were undertaken in other ways to reach this user group.

With regard to co-publication of the parent and community guides, Developing Your Child's Citizenship Competence and The Community and Citizenship, two initiatives seemed extremely promising for some time (the Parent Teacher Association and the National Center for Voluntary Action) but eventually neither resulted in co-publication. However, the National PTA journal, PTA Today, requested that an article on the project be submitted in September 1980 and this was completed.

The latter four products were thus, according to terms of the contract, co-published by Mershon and the Consoritum and were distributed at professional association presentations, at workshops, and to individuals who had made prior requests for the materials (in addition to the sponsor and the Advisory Panel). As stipulated also in the contract, 400 copies of each document were produced. (Copies of the Handbook published by ASCD as well as copies of the latter four products have been previously submitted to NIE).

5. Articles submitted to journals

1) "Identifying Basic Citizenship Competencies: A Report on a Recent Research Project," by Richard Remy and Mary Jane Turner, was submitted to Theory and Research in Social Education. The article is currently being reviewed. (Attachment #1)

2) "What Are Basic Citizenship Competencies?," by Richard Remy, submitted upon request to

PTA Today. It will be printed in a future issue. (Attachment #2)

3) "A Guide to Basic Citizenship Competencies," by Mary Jane Turner, was submitted to Social Education, the journal of the National Council for the Social Studies. The document submitted, the BCCP project intended for teachers and curriculum supervisors, was not accepted. (Attachment #3)

4) "Education for Competent Citizenship: An Overview of the Basic Citizenship Competencies Project" by Richard Remy and Mary Jane Turner, was submitted to the International Journal of Political Education. A decision on publication is still pending. (Attachment #4)

5) "A Guide to Basic Citizenship Competencies," by Mary Jane Turner, was submitted to the California Social Science Review. This document is the same as that submitted to Social Education. A decision is pending.

6) An article was not submitted to Kappen because that organization had just published "Citizenship and Consumer Education: Key Assumptions and Basic Competencies" (Bloomington, Ind.: Phi Delta Kappen Educational Foundation Fastback, 1980) by Richard Remy, and this document reviewed the basic citizenship competencies of the project.

7) "What Are Basic Citizenship Competencies? Guidelines for Educators" by Richard Remy was submitted to Principal, the journal of the

National Association of Elementary School Principals. A decision is pending. (See Attachment #6)

8) "The Principal's Role in Citizenship Education" by Richard Remy and Lonnie Wagstaff was submitted to The Bulletin, the journal of the National Association of Secondary School Principals. A decision is pending. (Attachment #5)

9) "Administrators and Citizenship Education: Opportunities and Strategies for Effective Leadership" by Richard Remy and Lonnie Wagstaff was submitted to Educational Leadership, the journal of the Association for Supervision and Curriculum Development, for a forthcoming special October 1980 issue on citizenship. A decision not to publish was made due to lack of space in the special issue. (Attachment #7).

10) "Some Criteria for Making Judgments About Citizenship Education" by Richard Remy was also submitted for the special citizenship issue of Educational Leadership. The article was accepted. (Attachment #8).

11) Information about the project was sent to twenty-nine (Attachment #9) civic organization publications and relevant commercial publications with the intention that they might highlight the project in one issue. In addition to an originally-typed letter, each received an Executive Summary, a Parent or Community Guide, and a brief article about

the project (from The Newsletter of the New York State Council for the Social Studies). To date no responses or indication of publication have been received.

2. Links With Other Networks

   a. The BCCP project was described and a portion of the Handbook reprinted as a part of Citizenship and Consumer Education: Key Assumptions and Basic Competencies (Fastback 144, Phi Delta Kappa Educational Foundation, Bloomington, 1980), authored by Richard Remy.

   b. An Executive Seminar organized and conducted by James Davis of the Consortium was held in Washington, D.C., on January 11, 1980. The seminar focused on project publications. The goal of the seminar was to alert other network staff members to the project and to the information it had generated. (A list of participants in the Executive Seminar was previously forwarded to the sponsor.) No follow-up to this Seminar was intended, since the objective was awareness alone, and thus none has been undertaken.

3. Links With Mershon and Consortium Networks

The national networks of both Mershon and the Consortium include individuals in key citizenship education roles. The net-networks include teachers, school administrators and community persons. Both networks are reached by newsletter, and during BCCP's second phase the Mershon Center's Quarterly Report (Autumn 1979) and the Consortium's The Link (March, 1980) each featured the project. Together the two newsletters reached thousands of individuals. (Attachments # 10 and 11)

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4. Presentations at Professional Meetings

The project made application to give presentations at four designated professional association meetings: The Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Council for the Social Studies (NCSS). The applications were not accepted by the two school principal organizations, but were accepted by ASCD and NCSS. In addition, four other presentations were also given:

a. National Council for the Social Studies Annual Meeting, Portland, Oregon, November 21, 1979; "Citizenship Competence and Its Relationship to Political Education;" Mary Jane Turner and Richard Remy. (Attachment #12)

b. The Association for Supervision and Curriculum Development Annual Conference, Atlanta, Georgia, March 30, 1980; "Basic Citizenship Competencies;" Judy Kies for Mary Jane Turner. (Attachment #13)

c. Nova University National Ed.D. Program for Educational Leaders, Summer Institute, Miami, Florida, July 21, 1980; "Principals and Citizenship Education;" Judy Kies. (Note: Of the 200 school administrators who attended the Summer Institute, 185 attended this session on the Basic Citizenship Competencies Program.) (Attachment #14)

d. American Association of School Administrators 1980 Summer Instructional Leadership Conference, Chicago, Illinois, July 6-9, 1980. (Note: Project staff were invited to give the following three presentations to AASA.) (Attachment #15)

    1) Panel: "Building Curricula and Program Strategies for Effective Citizenship in a

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Global Age"--Presentation: "Building Basic Citizenship Skills Through Global Education," Judy Kies (July 7).

2) "Basic Citizenship Competencies: Guidelines for Curriculum Change and Effective Leadership," Mary Jane Turner (July 6).

3) "Basic Citizenship Competencies: Guidelines for Curriculum Change and Effective Leadership," Mary Jane Turner (July 7).

5. Workshops

The project originally proposed two types of workshops--"invitational" and "on-demand."

The invitational workshops were expected to be directed toward school districts who were known to be dealing with the problems of implementing citizenship education programs. The project anticipated five invitational workshops with twenty participants attending each workshop. However, as the Phase II work progressed, two opportunities arose for invitational workshops that would allow the work of the project to reach, in-depth, a great many more than the originally-conceived five school districts. The project took advantage of both opportunities: one, to work with representatives of all the Texas Education Agency's Regional Service Centers, and two, to work with representatives of schools from a five-state area that were concerned with citizenship education. The latter was accomplished through the National Council for the Social Studies Great Lakes Regional Conference which draws attendees chiefly from Wisconsin, Illinois, Indiana, Michigan and Ohio. Additional information about these two "invitational" workshops is included in this report.

The "on-demand" workshops were intended as opportunities for different user groups to work in-depth with the project staff on specific problems, as identified by the user group, dealing with citizenship education. Although user groups were aware of the project, its materials and the availability of the staff to work with them, "on-demand" workshops as originally envisaged were not requested. The project received a large volume of requests for the project products (400 copies were xeroxed), and follow-up telephone calls indicated the products were being used. This follow-up also indicated that the users found the materials more than adequate for their needs and that the presence of BCCP staff was not necessary for successful use of the materials or for citizenship program assessment or implementation. There were, however, requests for the staff to explain and demonstrate the materials to a variety of groups. The project met these requests and they may be found later in this report under "on-demand workshops and presentations."

a. Invitational workshops

1) A workshop for representatives of the Texas Education Agency's Regional Service Centers was held in Austin, Texas, on March 3 and 4. Thirty-nine individuals attended the day-and-a-half workshop. Richard Remy and Mary Jane Turner conducted the workshop and John Patrick of Indiana University served as a keynote speaker. Objectives for the workshop were to: (1) develop participants' awareness of the BCCP and publications, (2) draw participants' attention to the importance of citizenship education in the schools, (3) develop participants' ability to conduct in-service activities on basic citizenship competencies, and (4) generate additional ideas on implementation of seven citizenship competencies and project publications in staff development. Attachment #16

includes the workshop agenda, a list of participants, a summary of participants' evaluation of the workshop, and a summary of implementation ideas generated.

2) A second invitational workshop was held during the National Council for the Social Studies Great Lakes Regional Conference in Dayton, Ohio on March 15. Teachers and supervisors were invited to apply for the workshop with preference given to those whose school districts were dealing with problems of implementing citizenship education programs. Thirty-nine individuals were selected and participated in this three-hour workshop on "Basic Citizenship Competencies: Comparing Curriculum Materials, Assessing Classroom Instruction, and Setting Goals." Dick Remy and Judy Kies conducted the workshop. A list of participants plus a copy of the "Conference News," with an overlay of the announcement of the BCCP invitational clinic, may be found in Attachment #17.

b. On-demand workshops and presentations

1) Steubenville, Ohio, area school principals
July 23, 1979
Judy Kies

2) Kansas Council for the Social Studies
October, 1979
Richard Remy

3) Limon, Colorado, Public Schools
November 15, 1979

4) Northeast Regional Council for the Social Studies
March 8, 1980
Richard Remy and Mary Jane Turner

5) California Council for the Social Studies
March 13, 1980
Mary Jane Turner

6) Wisconsin Social Studies Council
March 27, 1980
Mary Jane Turner

7) Montana Council for the Social Studies
March 28, 1980
Mary Jane Turner

8) Berea, Ohio, Public Schools
April, 1980
Richard Remy

9) Rocky Mountain Regional Council for the Social Studies
April 30, 1980
Mary Jane Turner

10) American Bar Association Law-Related Education Regional Meeting
May 2, 1980
Mary Jane Turner

11) Upper Arlington, Ohio, Public Schools
May, 1980
Richard Remy

12) Taft Institute, University of Wyoming
July 3, 1980
Mary Jane Turner

13) Regional Service Center 18 at Midland-Odessa, Texas
August 20 and 21, 1980
Mary Jane Turner
(Note: Individuals attending this workshop were already using the BCCP basic seven competencies. The workshop, an outgrowth of the earlier Texas

invitational workshop, concentrated on the demonstration of exemplars of classroom activities.)

6. Dissemination of Executive Summary

The Executive Summary was distributed widely in response to inquiries about the project (along with the Mershon Center Quarterly Report that focused on BCCP). In addition the Executive Summary was sent to the following: state legislative education committees; federal legislative education committees; Carnegie, Ford, Danforth, Kettering and Mott Foundations,; *Time*, *Newsweek*, *New York Times*, *Chicago Tribune*; state education agency newsletter staffs, League of Women Voters; the SSEC membership mailing list; selected members of the Social Studies Supervisors Association; members of the Council of Chief State School Officers, and (along with the instructional briefing guide) the Council of State Social Studies Supervisors.

7. Addendum

This section is in response to the sponsor's request to Project Directors for "a view of the past to inform the future."

a. The project found nine months to be a short but adequate length of time for product development. This, of course, is dependent on the scope of work planned.

   Twelve months is a minimal time period for dissemination activities even though preparation for dissemination may be planned well in advance. BCCP dissemination activities faced two difficulties: one, a severe cutback in funding and, two, the fact that many activities could not be "time-framed." That is, the project staff undertook activities to make individuals and groups aware of, and perhaps see the importance of, BCCP materials and the availability of the staff to assist user groups, but the staff has little control beyond those activities. Opportunities were continually sought out, but the project had to operate within other groups' and individuals' time frames and interest levels. For example, although many early initiatives were made to reach school administrators, BCCP accomplishments in reaching this group occured beyond the project deadline. Both the Mershon Center and the Social Science Education Consortium will continue to disseminate project ideas and materials even though the project funding period has ended.

Thus no-cost time extensions for dissemination activities could be very valuable.

b. The BCCP Advisory Panel was valuable. Some Panel members, of course, contributed a great deal more than others But all were valuable and the Panel as a whole, given its cross-sectional representation, lent a measure of credibility early on in the product development state that was important. The Panel's configuration was also important in getting user-group feedback in the early stages of product development.

The number of Panel members needed would seem to be variable, i.e., related directly to the input and representation required by project activities. At a minimum, any Panel should be representative of women, minorities, scholars, user groups, and community lay leaders.

c. Publicity/awareness techniques for project products and activities were most enhanced by (1) the reputation of BCCP's Co-Directors, (2) the project focus which was of concern and use to potential user groups, (3) use of prior networks established by both Mershon and the Consortium, and (4) the efforts of three members of the Advisory Panel.

d. The printing of project products was a handicap for BCCP. The original strategy was to seek co-publication with other organizations, with BCCP enhancing the possibility of co-publication by offering to submit type-set copy according to each organization's specifications. In the case of the Handbook, this strategy worked perfectly; and instead of having 400 copies to disseminate, approximately 40,000 copies found their way into the hands of educators. The strategy, however, did not work with the other BCCP products. Organizations indicated interest but delayed decisions due to their internal time-frames. When a negative decision was reached, another organization was approached, etc., until time became a sharp factor. At that point, Mershon and the Consortium published the materials. However, only 400 copies of each document were then available.

In retrospect it would seem advisable to print a limited number of materials early on in the project, but at the same time pursue a strategy for co-publication. If inducement is needed to an organization to persuade them to co-publish, perhaps the sponsor could retain a small fund for this purpose (e.g., to provide type-set copy).

As far as numbers of copies are concerned, BCCP could easily have disseminated triple the number of copies that were available.

e. Ripple effects on target audiences and educational practice are most often indirect and are not seen during the life of the project contract. BCCP believes, for example, that it has made an enviable impact on the State of Texas, but it will be some time before that can be documented.

Attachment 1

UNIVERSITY OF WISCONSIN-MADISON

SCHOOL OF EDUCATION
Department of Curriculum and Instruction

Teacher Education Building
225 North Mills Street
Madison, Wisconsin 53706
Telephone: [illegible]
(608) 263-7343
(608) 263-4272

5 July 1980

Professor Richard C. Remy, Director
Citizenship Development Program
Mershon Center
The Ohio State University
199 West 10th Avenue
Columbus, Ohio 43201

Dear Professor Remy:

We have received your manuscript, Identifying Basic Citizenship Competencies. It has been sent out to reviewers for their comments. We shall notify you as soon as possible of the outcome of the review process.

We appreciate you considering placing your article in Theory and Research in Social Education.

Sincerely,

Tom

Thomas S. Popkewitz, Editor
Theory and Research in Social Education

Bob

B. Robert Tabachnick, Associate, Editor
Theory and Research in Social Education

TSP/BRT:cn

J. Rees
#1

OSU

The Ohio State University

Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201
Phone 614 422-1681

June 20, 1980

Professor Thomas Popkewitz, Editor
Teacher Education Building
225 North Mills Street
University of Wisconsin
Madison, WI 53706

Dear Dr. Popkewitz:

I would like to submit the enclosed article for consideration for publication in Theory and Research in Social Education.

Sincerely,

Richard C. Remy

Richard C. Remy, Director
Citizenship Development Program

RR:pr
Enclosure

Identifying Basic Citizenship Competencies:
A Report on a Recent Research Project

by

Richard C. Remy and Mary Jane Turner*
Mershon Center
Social Science Education Consortium

There is general consensus among social studies educators that education for citizenship is the primary concern of social studies (Claugus, 1975; NCSS, 1976; Shaver 1977; Barr, Barth and Shermis, 1977). Most recently Barth and Shermis (1980) reiterated that, "the goal of social studies is citizenship education."

Consensus, however, stops with this abstract goal. Presently there is considerable difference of opinion and some confusion regarding both the meaning of citizenship and what constitutes good/appropriate/necessary citizenship education for today's youth (Newmann, 1977; Meyer, 1979; Remy, 1980).

This situation is not surprising given the increasing complexity of the citizen role and the lack of interest in citizenship within the social science community during the last twenty years (Remy, 1977). In the 1960's and 1970's problems associated with "citizenship" fell into disfavor among most American intellectuals and social scientists. The result was little rigorous conceptual analysis and empirical research on the topic that could help guide educators concerned with goal setting and instructional development.

This article reports key findings from the Basic Citizenship Competencies Project. This project has sought to use research-based knowledge about political learning and behavior to assist educators and community leaders cope with present complexities and ambiguities regarding citizenship education.

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*From 1978 to 1980 the authors served as Co-Directors of the Basic Citizenship Competencies Project described in this article.

PROJECT ORGANIZATION AND GOALS

The Basic Citizenship Competencies Project has been an undertaking of the Mershon Center's Citizenship Development Program and the Social Science Education Consortium, Boulder, Colorado with support from the National Institute of Education (Contract #400-78-0050). The project was assisted by a national advisory panel consisting of twenty-five political scientists, educators, and citizens, and by the American Political Science Association's Committee on Pre-Collegiate Education.

The competencies project sought to bring research knowledge and exemplary practices to bear on three problems faced by individuals and groups making, implementing, or assessing citizenship-related educational policies and programs. These are: (1) the problem of identifying basic competencies students need to develop as citizens in a pluralistic society, (2) the problem of identifying school management practices and instructional materials likely to promote such competencies, and (3) the problem of using research-based knowledge to make thoughtful policy decisions related to citizenship education.

The project's goal was not to create a new curriculum outline or to prescribe one course of study or instructional approach to citizenship education. Instead, it was to use existing knowledge to create problem-solving tools that will help practitioners to identify basics, clarify goals, make assessments, and develop action plans related to citizen education. Thus, our concern has not been with prescription but with knowledge utilization and policy clarification in an educational domain marked by complexity and sometimes by confusion regarding content, goals, and pedagogy.

During 1978-79 we examined research, theory, and practice related to political behavior and learning in order to establish important conceptual definitions, develop a typology of basic citizenship competencies, and prepare written materials for practitioners. These materials are described in the conclusion of this report. During 1979-80 the project undertook a variety of dissemination activities including preparation of articles, presentations at professional association meetings, workshops for individuals and groups currently working on citizenship-related educational programs, and publication of project handbooks and checklists.

PROJECT FINDINGS

A first step of the project was to establish conceptual definitions for citizenship and citizenship competence.

Conceptual Definitions

Citizenship. Despite its rich history, both educators and policymakers have found the citizenship concept ambiguous. This in turn has frequently led to difficulty in identifying the focus for citizenship education programs and policies.

In response to this situation, we developed a definition of citizenship aimed at being useful for educators and policymakers: citizenship involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. These groups may include families, churches, labor unions, schools, and private associations as well as cities, states, the nation, and the global system. As members of these groups, young people and adults are involved--directly or indirectly, knowingly or unknowingly--in citizenship problems and tasks associated with participation in group life. Such participation may include the formation of effective groups and their improvement in terms of democratic principles as well as participation in existing groups. This conception of citizenship implies that citizenship education is not simply a task of preparing the young for a future adult role. Nor is it simply a task of teaching facts and loyalties relevant to governmental institutions.

Six characteristics of citizenship implied by our definitions are elaborated in the project's *Handbook of Basic Citizenship Competencies*. They are:

1. Citizenship is exercised in relation to *governing* or managing a group. Thus while citizenship is an inherent part of human sociability, not all social behavior is citizenship behavior.

2. Citizenship is exercised in relation to many types of groups including but not limited to cities, states, and the nation.

3. Citizenship is exercised by young and old alike and involves a wide range of decisions, judgments, and actions which include more than adult activities like voting, paying taxes, and obeying laws.

4. Citizenship involves participation in group life, but the relationship of participation to citizenship is complex. For example, there is not necessarily a direct relationship between "good citizenship" and political participation.

5. Citizenship behavior in a large group like a nation is linked to issues of group governance through *aggregative processes*. For example, the supply of energy for the nation is not a direct result of decisions made by one citizen. Rather, availability and price of energy are partly a cumulative consequence of aggregating the energy-related decisions and actions of millions of citizens.

6. Citizenship is increasingly exercised in an international or global context.

Citizenship Competence. Competent citizens are a necessary but insufficient condition for a democratic society. The development of competent citizens is an overarching goal of citizenship education. Yet, we found that contemporary political research has given little attention to defining and measuring citizenship competence.

Competence implies a capacity or ability equal to some requirement. It means an ability to do something well. We defined citizenship competence as the quality of a person's participation individually or with others in processes related to group governance such as making decisions, protecting one's interests, or communicating effectively with group leaders. This includes the capacity to act individually in one's own behalf and the capacity to act in concert with others. Thus, citizenship competencies are the particular capacities individuals require if they are to behave in such a way, or use their efforts in such a manner, as to produce consequences they intend in their roles as citizens. In a democratic society, competence implies that citizens will produce consequences which do not violate human rights and which are congruent with principles of liberty and justice.

Once definitions such as those just discussed were established, our goal was to develop a typology of citizenship competencies which were basic and useful to a wide variety of individuals interested in citizenship education. By useful we meant a typology of competencies that could help educators identify fundamentals in citizenship education, make comparisons between different approaches to citizenship education, and identify instructional practices and materials likely to promote citizen competence.

By *basic* we meant a typology of citizenship competencies that would have six characteristics.

1. They would be limited in number.
2. They would be close to universally relevant in the sense of being linked to citizenship tasks all individuals--regardless of sex, race, ethnicity, social class, or other differences--face in some form in the course of daily living.
3. They would be generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship.
4. They could be taught continually across grade levels at increasing levels of sophistication and variety.
5. They would be of significant value to individuals as they sought to discharge their responsibilities, preserve their rights, and pursue their interests as citizens.

6. They would be of value to the society or group as it sought to maintain or improve itself.

The project identified seven types of competencies which met these criteria. In a democratic society the exercise of these competencies should be constrained and tempered by a commitment to human rights and to democratic participation in the shaping and sharing of values. The competencies are:

1. ACQUIRING AND USING INFORMATION:
   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:
   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:
   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:
   Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.

5. COMMUNICATING:
   Competence in communicating ideas to other citizens, decision-makers, leaders, and officials.

6. COOPERATING:
   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:
   Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

To operationalize each competency, behaviors associated with the competency were also identified. These behaviors were called capacities. Specifying capacities answers two questions:

1. What experiences will give individuals the chance to acquire and to practice the competency?

2. What behavior will demonstrate the attainment of some level of proficiency with each competency?

The capacities identified are not exhaustive. Under certain circumstances, capacities other than those listed may be involved in the exercise of a competency. In addition, the proficiency an individual may attain with any given competency and its related capacities will be constrained by the level of the individual's cognitive, emotional, and perceptual development as well as by external factors in his or her social environment. The capacities in turn involve mixes of knowledge, skills, and attitudes which are generally identifiable but likely to be uniquely configured in each individual.

1. ACQUIRING AND USING INFORMATION

Competence in acquiring and processing information about political situations in one's environment.

Which involves and is demonstrated by the CAPACITY to:

1.1 Use newspapers and magazines to obtain current information and opinions about issues and problems.

1.2 Use books, maps, charts, graphs, and other sources.

1.3 Recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.

1.4 Identify and acquire information from public and private sources such as government agencies and community groups.

1.5 Obtain information from fellow citizens by asking appropriate questions.

1.6 Evaluate the validity and quality of information.

1.7 Organize and use information collected.

Acquiring information means extracting information and data from the environment. Processing information means critically evaluating and organizing and sensibly using information. We may, of course, acquire information simply for the joy of the process or because some topic or problem interests us. In our citizen role, however, competent behavior often requires that "information acquired should be used in some purposive manner leading to greater understanding of a situation, an entity, a problem, or ideas about productive solutions." (Winston and Anderson, 1977, pp. 7-8).

2. ASSESSING INVOLVEMENT:

Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

Which involves and is demonstrated by the CAPACITY to:

2.1 Identify a wide range of implications for an event or condition.

2.2 Identify ways individual actions and beliefs can produce consequences.

2.3 Identify your rights and obligations in a given situation.

Competence in assessing one's involvement in political situations is important in itself. Some people, while walking through a forest, see nothing. Others perceive the variety of plants, detect growth and decay, observe signs of birds, mammals, and insects, and the evolutionary history in the rocks around them. Citizens who can perceive the richness of the political forest around them are more able to protect and promote their interests than citizens who cannot. (Sigel, 1980) Assessing one's involvement and stake in political situations means (1) identifying consequences for self and others that may stem from political events and conditions and (2) identifying the implications for others of one's own actions, values, beliefs and feelings.

3. MAKING DECISIONS:

Competence in making thoughtful decisions regarding group governance and problems of citizenship.

Which involves and is demonstrated by the CAPACITY to:

3.1 Generate realistic alternatives.

3.2 Identify the consequences of alternatives for self and others.

3.3 Determine goals or values involved in a decision.

3.4 Assess the consequences of alternatives based on stated values or goals.

A decision is a choice among two or more alternatives. Thoughtful decision-making involves a conscious search for alternatives and an assessment of the consequences of alternatives in light of the decision-maker's values or preferred goals. Thoughtful decision-makers take account of the impact of their choices on themselves and on others both inside and outside the group. Consideration of facts and values are involved in thoughtful decision-making.

4. MAKING JUDGMENTS:

Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.

Which involves and is demonstrated by the CAPACITY to:

4.1 Identify and, if necessary, develop appropriate criteria for making a judgment.

4.2 Apply the criteria to known facts.

4.3 Periodically reassess criteria.

4.4 Recognize that others may apply different criteria to a problem.

Judgments involve evaluative activity. Judgments are claims about the goodness or badness, the desirability or undesirability, the appropriateness or inappropriateness of given phenomena. To judge a person, institution, policy, or decision is to weigh its worth in terms of some set of criteria. Criteria are standards or rules for making judgments; they are assertions about the qualities, characteristics, orproperties in terms of which a phenomenon will be judged. Criteria help individuals evaluate and determine the worth of something.

5. COMMUNICATING:

Competence in communicating ideas to other citizens, decision-makers, leaders, and officials.

Which involves and is demonstrated by the CAPACITY to:

5.1 Develop reasons supporting your point of view.

5.2 Present these viewpoints to friends, neighbors, and acquaintances.

5.3 Present these viewpoints in writing to public officials, political leaders, and to newspapers and magazines.

5.4 Present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.

By communicating we mean passing along or transmitting ideas and information to others in either written or oral form. In one sense, formulating an argument and presenting it effectively has always been an important task of citizenship. In another sense, communicating information and ideas to officials and political leaders has become increasingly challenging as the scale of society and the complexity of issues have increased. Today one may need or wish to communicate with officials in a bewildering array of agencies far removed from one's immediate community. Communicating with such officals often involves coping with esoteric jargon and a cobweb of regulations and procedures.

6. COOPERATING:

Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

Which involves and is demonstrated by the CAPACITY to:

6.1 Clearly present your ideas about group tasks and problems.
6.2 Take various roles in a group.
6.3 Tolerate ambiguity.
6.4 Manage or cope with disagreement within the group.
6.5 Interact with others using democratic principles.
6.6 Work with others of different race, sex, culture, ethnicity, age and ideology.

This competence involves a range of human relations and self-management capacities requisite to relating to others effectively. These capacities have a distinctly affective dimension. They entail attitudes and emotional orientations associated with ways in which people interact. Competency in this regard implies both commitment to democratic ideals and the *application* of such ideals in dealing with others in daily life. This means relating to and making decisions about others in group settings in non-egocentric, non-ethnocentric, and non-stereotypic ways. Neither teachers nor parents should be very satisfied with students who can recite the Golden Rule and Bill of Rights accurately but who consistently infringe the rights of those around them.

7. PROMOTING INTERESTS:

Competence in working effectively with bureaucratically organized institutions to promote and protect one's interests and values.

Which involves and is demonstrated by a CAPACITY to:

7.1 Recognize your interests and goals in a given situation.
7.2 Identify an appropriate strategy for a given situation.
7.3 Work through organized groups to support your interest.
7.4 Use legal remedies to protect your rights and interests.
7.5 Identify and use the established grievance procedures within a bureaucracy or organization.

Competence in dealing effectively with bureaucratically organized institutions is increasingly a part of citizenship. Citizens acting individually and with others interact with bureaucratically organized institutions in two ways. First, citizens are consumers or recipients of public services and products of such organizations--particularly of government institutions. Second, citizens increasingly look to various government agencies to promote their interests, values, and causes. Thus, for example, Blacks and Indians may look to the Department of Justice to promote their civic rights. Citizens concerned with the quality of the environment attempt to promote their interests through federal, state, and local environmental agencies. Similarly, citizen groups often must work with consumer agencies as well as with large corporations to promote and protect their economic interests.

The seven competencies just described were selected to be a set of flexible tools or guidelines to help practitioners identify basics and make informed judgments about citizenship education policies. The typology was not intended to be a curriculum outline in and of itself. In addition to these seven types of competencies, additional goals in citizenship/social studies/social science education can and should be pursued.

Diagnostic Tools

Experience and feedback from practitioners indicated that the project would not meet practitioners' needs merely by establishing conceptual definitions and identifying citizenship competencies of the type just described. Such basic information had to be accompanied by diagnostic tools which busy professionals and lay people could readily use to make informed judgments about citizenship educaton programs, materials, and goals.

Thus, a considerable amount of time in 1978-79 was spent creating and testing checklists designed to help practitioners apply the typology of competencies to their own situations and needs. Various members of the project advisory panel as well as school principals from the Columbus area critically reviewed drafts of written materials and checklists. Teachers in several urban districts around the country pilot-tested prototype checklists. Separate checklists were eventually developed for teachers and curriculum supervisors, school principals, leaders of community organizations, and parents. In each case the checklists had to suit the needs and interests of the target group.

For example, the checklist for teachers and curriculum supervisors was designed to help them (1) compare citizenship education/social studies instructional materials, (2) assess existing curriculum goals and objectives, (3) appraise classroom instruction, and (4) set new goals when appropriate. As this checklist developed, however, it became clear that a standard was needed to help users appraise not only whether a given set of materials or instruction "covered" a basic type of competency but also to evaluate the quality of the learning experience provided by the instruction in question. Thus, four criteria for the design, implementation, and evaluation of competency-related learning experiences were derived from literature on instructional design. In summary these were:

1. good learning experiences incorporate reflection or debriefing by the learners,
2. good learning experiences are connected to the experiences of the learners so that they perceive them as meaningful,
3. good learning experiences provide for cumulative reinforcement without boring repetition, and
4. good learning experiences encourage active learning wherein learners apply knowledge and skills to the completion of competency-related tasks.

FIGURE ABOUT HERE

The figure showing a portion of the checklist for teachers illustrates how the competencies, capacities, and criteria for learning experiences were eventually brought together. Often in the process of developing checklists we had to modify or discard preconceived ideas about what a particular user group wanted. For example, in the case of the teachers' checklist, we wanted from the beginning to incorporate numerical scoring in the checklist. From our perspective numerical scores could be used to facilitate comparison of the relative strengths and weaknesses of materials or programs, to provide a convenient summary of professional judgments, and to provide baseline data against which to assess programs and measure the attainment of new goals.

Our ideas notwithstanding, most practitioners disliked the notion of numerical scoring and indicated they would not use a checklist which required it. Some found the scoring process too time-consuming and complicated. Others feared that scores would be misused by supervisors and other administrators under pressure to be "accountable." Still others simply did not see scoring as relevant to their needs. Eventually, a very simplified scoring process was retained as an option for those interested in experimenting with such procedures.

PROJECT WRITTEN PRODUCTS

Five written products were developed during the project. These products are:

Richard C. Remy, Handbook of Basic Citizenship Competencies (Washington, D.C.: Association for Supervision and Curriculum Development, 1980) #611-80196, $4.75.

Non-technical but detailed definition of citizenship and citizenship competencies. Presents sample learning experiences to promote competencies and criteria for evaluating learning experiences.

Lonnie Wagstaff and Richard C. Remy, "Principals and Citizenship Education: A Guide For Effective Leadership". (Limited copies available from the Social Science Education Consortium.)

Considers management practices and leadership strategies that principals can use to promote improved citizenship education in the schools.

Mary Jane Turner, "Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom

Instruction, and Set Goals" (Limited copies available from the Social Science Education Consortium.)

For teachers and curriculum supervisors. Presents checklists with optional numerical scoring.

Mary Jane Turner, "The Community and Citizenship Education: A Guide for Planning and Leadership" (Limited copies available from the Social Science Education Consortium.)

For youth program leaders in voluntary and service organizations. Presents checklists for planning and assessing citizenship-related programs.

Mary Jane Turner, "Developing Your Child's Citizenship Competence: A Parent's Guide,"

Helps parents take stock of the opportunities their children have to develop citizenship competence.

BEST COPY AVAILABLE

FIGURE

Sample Page from Checklist For Teachers and Curriculum Supervisors

	MATERIALS						GOALS	INSTRUCTION						
			CRITERIA							CRITERIA				
COMPETENCIES	Curriculum Materials: Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	Your Goals: Are These Included?	Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	REASONS FOR MAKING THIS JUDGMENT
	Yes	No						Yes	No					
3. *Competence in making thoughtful decisions regarding group governance and problems of citizenship.* 3.1 Students have the opportunity to develop realistic alternatives.														3.1
3.2 Students have the opportunity to identify the consequences of alternatives for self and others.														3.2
3.3 Students have the opportunity to determine goals or values involved in a decision.														3.3
3.4 Students have the opportunity to assess the consequences of alternatives based on stated values or goals.														3.4

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Attachment 2

OSU

The Ohio State University

Columbus, Ohio [illegible]
Phone 614 422-1681

August 27, 1980

Carol Ann Bales
Senior Editor
PTA Today
700 North Rush Street
Chicago, IL 60611

Dear Ms. Bales:

Here is my article on basic citizenship competencies for PTA Today.

I am pleased to have the chance to describe the results of our work in PTA Today. For your interest, I've enclosed some additional information about our work at the Mershon Center.

Please let me know if I can provide any additional information. If possible, I would like to have the opportunity to review the galieys of my article.

Sincerely,

Richard C. Remy, Director
Citizenship Development Program

RR:pr
Enclosure

Research and Education in National Security and Policy Sciences

What Are Basic Citizenship Competencies?

by

Richard C. Remy
Associate Professor of Political Science
Mershon Center, Ohio State University

Steve has been selected as the fifth-grade safety patrol captain and now must get other patrol members to cooperate in working out next week's schedule. Sharon and several friends testify before the school board about new student parking regulations at their high school. Maria--newly turned eighteen--wonders whether she should bother to vote in the upcoming election.

Steve, Sharon and Maria are all facing tasks associated with being citizens of their school and the larger community. Educating young people to deal competently with such tasks throughout life--to be good citizens--has been a major responsibility of our schools since the founding of the republic.

Fulfilling this responsibility today is more challenging than ever. As social complexity has increased, it has become more difficult for parents, teachers, school administrators and community leaders to identify the basics in citizenship education. Just what competencies must young people develop in order to discharge their responsibilities and protect their interests as citizens.

In an effort to help with this question the Mershon Center at Ohio State University and the Social Science Education Consortium, Boulder, Colorado, have been engaged in a two-year effort to identify basic citizenship competencies needed by all individuals regardless of sex, race, ethnicity, social class or other differences.* A list of such competencies could help educators and parents to recognize what is fundamental in citizenship education and to identify and compare instructional practices likely to promote citizen competence.

---

*This effort, the Basic Citizenship Competencies Project, was undertaken for the National Institute of Education (Contract No. 400-78-0050).

We have identified seven types of basic citizenship competencies. In our society we would expect the exercise of these competencies to be tempered by a commitment to human rights and democratic principles.

1. ACQUIRING AND USING INFORMATION:

Competence in acquiring and processing information about political situations in one's environment.

Which includes the capacity to:

-Use newspapers and magazines to obtain current information and opinions about issues and problems.

-Use books, maps, charts, graphs, and other sources.

-Recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.

-Identify and acquire information from public and private sources such as government agencies and community groups.

-Obtain information from fellow citizens by asking appropriate questions.

-Evaluate the validity and quality of information.

-Organize and use information collected.

From an early age all citizens need information about their social environment. Children, for example, require such competence as they strive to understand why there are often fights on the playground or whether the sixth grade bullies will be hanging around Elm Street on the way to school. Adolescents may need such competence as they look for groups which may share their interests in ecology or as they seek to apply for a work permit. Adults need such competencies when they vote in a referendum on whether to lower property taxes.

2. ASSESSING INVOLVEMENT:

Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

Which includes the capacity to:

- Identify a wide range of implications for an event or condition.
- Identify ways individual actions and beliefs can produce consequences.
- Identify your rights and obligations in a given situation.

Competence in assessing one's involvement in political situations is important in itself. Some people, while walking through a forest, see nothing. Others perceive the variety of plants, detect growth and decay, observe signs of birds, mammals, and insects and the evolutionary history in the rocks around them. Citizens who can see the richness of the political forest around them are more able to protect and promote their interests than citizens who cannot. For example, such competence can help an individual decide, in cost benefit terms, if participation is worth the effort in a given situation. In addition, this competence is often a necessary condition for proficiency with other competencies such as making judgments, acquiring information, and making decisions.

3. MAKING DECISIONS:

Competence in making thoughtful decisions regarding group governance and problems of citizenship.

Which includes the capacity to:

- Generate realistic alternatives.
- Identify the consequences of alternatives for self and others.
- Determine goals or values involved in a decision.
- Assess the consequences of alternatives based on stated values or goals.

Decision-making is an inescapable part of citizenship for young and old alike. Children require decision-making competence when they must choose a leader for a playground game or decide whether or not to break a school rule. Adolescents need decision-making competence when a problem requires them to choose between loyalty to their peers or to their family. Adults need such competence when they choose local, state, and national political leaders.

4. MAKING JUDGMENTS:

Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies and decisions.

Which includes the capacity to:

- Identify and, if necessary, develop appropriate criteria for making a judgment.
- Apply the criteria to known facts.
- Periodically reassess criteria.
- Recognize that others may apply different criteria to a problem.

Making judgments is one of the most pervasive tasks of citizenship. Competence in making judgments is required when citizens evaluate whether it was a mistake for the president to veto a new law or when students determine whether it is unfair for the city to prohibit bike-riding on city sidewalks. Such competence is also required when citizens must determine what judgment criteria or standards to use in a situation. For example, does one evaluate a court's decision to permit a neo-Nazi march in terms of individual liberties, of public safety, or of yet other criteria?

5. COMMUNICATING:

Competence in communicating ideas to other citizens, decision-makers, leaders and officials.

Which includes the capacity to:

- Develop reasons supporting your point of view.
- Present these viewpoints to friends, neighbors, and acquaintances.
- Present these viewpoints in writing to public officials, political leaders, and to newspapers and magazines.
- Present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.

Competence in communicating one's ideas to others is an essential part of citizenship in a democracy. Children and adolescents, for example, require such competence when they seek to influence the decisions of their peers or when they participate in school or club activities. Adults may need such competence when they try to influence the decision of a public official or when they need to provide information to obtain benefits from or deal with a bureaucracy. Competence in communicating ideas is relevant to citizens of all ages when they simply wish to make known their opinions regarding an issue or problem.

6. COOPERATING:

Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

Which includes the capacity to:

- Clearly present your ideas about group tasks and problems.
- Take various roles in a group.
- Tolerate ambiguity.
- Manage or cope with disagreement within the group.
- Interact with others using democratic principles.
- Work with others of different race, sex, culture, ethnicity, age, and ideology.

Much of the citizenship and politics of daily life occurs in relation to the family, the school, the work place, and voluntary organizations. In additions, participation in larger groups often occurs through the medium of small groups like councils, task forces, committees, and the like. Competence in cooperating and working with others is required when a student is assigned to a group that is planning the class picnic. Competence is also exercised when high school students organize a demonstration in support of a popular teacher who has been dismissed. Similarly, such competence is displayed when a group of adults form a committee to distribute petitions required to get a candidate's name on a ballot in a local election.

7. PROMOTING INTERESTS:

Competence is working effectively with bureaucratically organized institutions to promote and protect one's interests and values.

Which includes a capacity to:

- Recognize your interests and goals in a given situation.
- Identify an appropriate strategy for a given situation.
- Work through organized groups to support your interest.
- Use legal remedies to protect your rights and interests.
- Identify and use the established grievance procedures within a bureaucracy or organization.

Competence in dealing effectively with bureaucratically organized institutions is increasingly a part of citizenship. Citizens acting individually and with others interact with bureaucratically organized institutions in two ways. First, we are all consumers or recipients of public services and products of such organizations--particularly of government institutions. Second, citizens increasingly look to various government agencies to promote their interests, values, and causes. Thus, for example, Blacks and Indians may look to the Department of Justice to promote their civil rights. Citizens concerned with the quality of the environment attempt to promote their interests through federal, state and local environmental agencies. Similarly, citizen groups often must work with consumer agencies as well as with large corporations to promote and protect their economic interests.

* * *

For information on publications describing citizenship competencies contact: Basic Citizenship Competencies Project, Mershon Center, 199 West Tenth Avenue, Columbus, Ohio 43201.

National Council for the Social Studies

3615 WISCONSIN AVENUE, N.W. • WASHINGTON, D.C. 20016
(202) 966-7840

May 1, 1980

Ms. Mary Jane Turner
Coordinator
Basic Citizenship Competencies Project
Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201

Attachment 3

Dear Mary:

Thank you very much for giving us the opportunity to read your manuscript, "A Guide to Basic Citizenship Competencies." It reflects the expertise and fine organizing ability of the members of the Basic Citizenship Competencies Project.

We have considered thoroughly the possibility of publishing this material in Social Education, but we do not think that it would be advisable to do so for two reasons: most of our readers are already familiar with the points made on pages 1 to 10; and the length of the manuscript is too long for our journal. On the other hand, there probably are a number of educators who could benefit by using your guide. My only suggestion is that, if you have sufficient funds, you might want to consider printing this material yourself as an insert in Social Education. If you are interested in this idea, we would be glad to work out the details.

Once again, Mary, we appreciated the opportunity to read "A Guide to Basic Citizenship Competencies," and we have been impressed by the amount of work and the organizing skills that must have been necessary to prepare it. We shall continue to follow with interest the activities of your project.

Best wishes,

Dan

Daniel Roselle
Editor, Social Education

cc: Ms. Fay Metcalf
Chairperson NCSS Publications Board

6

Attachment 4

INTERNATIONAL JOURNAL OF POLITICAL EDUCATION

EDITORIAL OFFICE

Department of Political Education
University of Amsterdam
~~Weteringschans 100-102~~ Keizersgracht 73
Amsterdam
The Netherlands

Managing Editor:

Willem Langeveld

JUN 23 1980

Dr. M.J. Turner
Social Science Educ. Consortium
855 Broadway
Boulder, Colorado 80302
U. S. A.

Amsterdam, June 17, 1980

Dear Sir,

We acknowledge with thanks receipt of the manuscript:

EDUCATION FOR COMPETENT CITIZENSHIP

The decision of the Editorial Board of the journal, concerning publication of your contribution will be communicated to you as soon as possible.

Yours sincerely,

EDITORIAL OFFICE

EDUCATION FOR COMPETENT CITIZENSHIP

An Overview of the Basic Citizenship Competencies Project

by

Richard C. Remy
Mershon Center, The Ohio State University

and

Mary Jane Turner
Social Science Education Consortium, Inc.

Address correspondence to:

Dr. Mary Jane Turner
Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

ABSTRACT

This article describes the purpose and activities of the Basic Citizenship Competencies Project, a joint effort of the Mershon Center at The Ohio State University and the Social Science Education Consortium, Inc., of Boulder, Colorado. The broad goals of the project were to identify and define those skills and abilities needed for responsible citizenship, to identify which instructional strategies and materials promote the development of those basic competencies, and to use this information to influence policy decisions related to citizenship education.

After identifying six basic characteristics of the concept _citizenship_, the project staff developed a typology of criteria for identifying the basic skill areas associated with citizenship. Seven competencies which met these criteria were then identified: acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interests. Behaviors, or _capacities_, associated with each competency were identified and described, along with examples of social and educational environments that promote the development of those capacities.

The work of the project resulted in six written products, each designed for a specific audience. These products are now being disseminated to teachers, principals, supervisors, administrators, community and volunteer groups, and parents.

BIOGRAPHICAL DATA OF AUTHORS

Richard C. Remy is director of the Citizenship Development Program at the Mershon Center in Columbus, Ohio, and holds adjunct appointments as associate professor in the Department of Political Science and on the Faculty of Humanities Education at The Ohio State University. He is coauthor of two curriculum programs: Citizenship Decision-Making: Skill Activities and Materials (Menlo Park, California: Addison-Wesley, 1978) and Civics for Decision-Makers: Citizenship and Government in the American Democracy (Chicago: Scott, Foresman, forthcoming). He has been a member of the U.S. Office of Education's Task Force on Citizenship Education and has consulted widely on problems of dissemination.

Mary Jane Turner is adjoint assistant professor of education at the University of Colorado and a staff associate of the Social Science Education Consortium, Inc., Boulder, Colorado. She is codirector of the Civic/Legal Education Program (formerly the Colorado Legal Education Program) and has taught history and political science at high school and college levels. Among her published books are Law in the Classroom: Activities and Resources (Boulder, Colorado: Social Science Education Consortium, 1979), Who Teaches Citizenship? A Survey of Documents and Resources (Boulder: SSEC, 1977), and Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies (Boulder: SSEC, 1972).

Turner and Remy are codirectors of the Basic Citizenship Competencies Project.

THE BASIC CITIZENSHIP COMPETENCIES PROJECT

The Basic Citizenship Competencies Project is a joint undertaking of the Mershon Center's Citizenship Development Program and the Social Science Education Consortium, Boulder, Colorado with support from the National Institute of Education (Contract #400-78-0050). The project has been assisted by a national advisory panel consisting of twenty-five political scientists, educators, and citizens, and by the American Political Science Association's Committee on Pre-Collegiate Education.

The competencies project has sought to bring research knowledge and exemplary practices to bear on three problems faced by individuals and groups making, implementing, or assessing citizenship-related educational policies and programs. These are: (1) the problem of identifying basic competencies students need to develop as citizens in a pluralistic society, (2) the problem of identifying school management practices and instructional materials likely to promote such competencies, and (3) the problem of using research-based knowledge to make thoughtful policy decisions related to citizenship education.

The project's goal is not to create a new curriculum outline or to prescribe one course of study or instructional approach to citizenship education. Instead, it is to use existing knowledge to create problem-solving tools that will help practitioners to identify basics, clarify goals, make assessments, and develop action plans related to citizen education. Thus, our concern has not been with prescription but with knowledge utilization and policy clarification in an educational domain marked by complexity and sometimes by confusion regarding content, goals, and pedagogy.

During 1978-79 we examined research, theory, and practice related to political behavior and learning in order to establish important conceptual definitions, develop a typology of basic citizenship competencies, and prepare written materials for practitioners. These materials are described at the conclusion of this report. During 1979-80 the project has undertaken a variety of dissemination activities. These have included preparation of articles for professional journals, presentations at professional association meetings, an executive seminar in Washington, D.C. for key leaders of federally sponsored dissemination networks, workshops for individuals and groups currently working on citizenship-related educational programs, and publication of project handbooks and checklists.

Conceptual Definitions

A first step of the project was to establish conceptual definitions for citizenship, citizenship education, and citizenship competence.

Citizenship. Despite its rich history, both educators and policymakers have found the citizenship concept ambiguous. This in turn has frequently led to difficulty in identifying the focus for citizenship education programs and policies.

One alternative, attractive to some, has been to view citizenship narrowly in terms of the individual's relation to formal institutions and processes of government at the local, state, and national level. Individuals are assumed to act as citizens when they deal in some way with governments. This conception has the advantage of precision and a kind of attractive simplicity. However, it has disadvantages for educators who prepare young people for present and future membership in society.

A narrow conception that overlooks the political interactions occurring daily in the home, the school, and the club is largely divorced from the experiential world of all but the oldest students. Hence, it implies citizenship education programming that is not personally meaningful and that treats students who are future entrants to adult government institutions as passive learners. Moreover, a narrow or state-centered conception slights the fact that today important values are often authoritatively promoted by large, nongovernmental organizations in the civic rather than in the public order. Finally,the narrow view does not readily square with the conception held by many teachers and parents that citizenship is somehow related to student behavior in many different domains.

An alternative view of citizenship identifies it with the totality of our sociability. The status of citizen is seen as a complex intertwining of the personal, social, anthropological, and ecological dimensions of human identity. In the popular version of this view, citizenship refers to virtually all pro-social behavior. Such a broad definition, however, is of little use in developing instructional programs and in making curriculum decisions since all empirical reference is lost. In other words, instances of citizenship as an unambiguous concept become very difficult to identify.

In response to this situation, we developed a working definition of citizenship useful for educators and policymakers: citizenship involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. These groups may include families, churches, labor unions, schools, and private associations as well as cities, states, the nation, and the global system. As members of these groups, young people and adults are involved--directly or indirectly, knowingly or unknowingly--in citizenship problems and tasks associated with participation in group life. Such participation may include the formation of effective groups and their improvement in terms of democratic principles as well as participation in existing groups. This conception of citizenship implies that citizenship education is not simply a task of preparing the young for a future adult role. Nor is it simply a task of teaching facts and loyalties relevant to governmental institutions.

Six characteristics of citizenship implied by our definition are elaborated in the project's Handbook of Basic Citizenship Competencies. They are:

1. Citizenship is exercised in relation to governing or managing a group. Thus,while citizenship is an inherent part of human sociability, not all social behavior is citizenship behavior.
2. Citizenship is exercised in relation to many types of groups including but not limited to cities, states, and the nation.
3. Citizenship is exercised by young and old alike and involves a wide range of decisions, judgments, and actions which include more than adult activities like voting, paying taxes, and obeying laws.
4. Citizenship involves participation in group life, but the relationship of participation to citizenship is complex. For example, there is not necessarily a direct relationship between "good citizenship" and political participation.
5. Citizenship behavior in a large group like a nation is linked to issues of group governance through aggregative processes. For example, the supply of energy for the nation is not a direct result of decisions made by any one citizen. Rather, availability and price of energy are partly a cumulative consequence of aggregating the energy-related decisions and actions of millions of citizens.

6. Citizenship is increasingly exercised in an international or global context.

Citizenship Education. Citizenship education involves learning and instruction directed to the development of citizen competence. Learning may be seen as a relatively permanent change in competence that results from experience and which is not attributable to physical maturation. Instruction involves structuring a learner's environment to cause changes in capability. It is the creation of conditions that facilitate learning. Citizenship education can occur both in school and non-school settings.

This process is often called political education. Karen S. Dawson recently described the process as involving "the training of people in the knowledge, skills and attitudes which are prerequisite for active and effective participation in civic life." The goal, she added, "should be mature citizens who can both advocate and carry out appropriate political actions to further their perceived self-interest, while valuing longer-range perspective(s). . .within some framework of the 'common good.'" In this sense, citizenship education is a continuing challenge for each succeeding generation.

Citizenship Competence. Competent citizens are a necessary but insufficient condition for a democratic society. The development of competent citizens is an overarching goal of citizenship education. Yet, we found that contemporary political research has given little attention to defining and measuring citizenship competence.

Competence, of course, is a familiar idea. In daily life we often make judgments about people's competence. We may say "he is a competent cook" or "she is a competent lawyer." But what is citizenship competence?

Competence implies a capacity or ability equal to some requirement. It means an ability to do something well. In the same sense that individuals can be more or less competent in executing tasks associated with a particular occupational role such as that of lawyer, cook, plumber, secretary, or bricklayer, individuals can be more or less competent in coping with tasks of citizenship. We have defined citizenship competence as the quality of a person's participation individually or with others in processes related to group governance such as making decisions, protecting one's interests, or communicating effectively with group leaders. This includes the capacity to act individually in one's own behalf and the capacity to act in concert with others. Thus, citizenship competencies are the particular capacities individuals require if they are to behave in such a way, or use their efforts in such a manner, as to produce consequences they intend in their roles as citizens. In a democratic society, competence implies that citizens will produce consequences which do not violate human rights and which are congruent with principles of liberty and justice.

Citizenship competence has both an individual and a societal dimension. The individual dimension refers to the skills, abilities, motivations, and knowledge developed by the individual as he or she matures. Thus, competent citizens have the capacity to exercise leadership or communicate effectively when a given situation requires them to do so. Experience indicates that some people are more competent as citizens than others.

The societal context of citizen competence refers to the extent to which institutional arrangements in a group permit or facilitate the exercise of individual capacities. An individual's competence in any given situation can be frustrated by social forces or conditions beyond his or her immediate control. Citizens, for example, have little opportunity to exercise their abilities as information processors in situations where institutions withhold information on public issues or provide only misleading information. Experience shows that some forms of governance and social conditions provide greater opportunity for the exercise of individual competencies than do others.

In addition, we found self-esteem to have an important relationship to the individual dimension of citizenship competence. Increased self-esteem may result as a person develops citizenship competencies. Good performance in tasks of citizenship may lead to an increasingly positive self-evaluation. At the same time, a high level of self-esteem can increase the likelihood that an individual will develop greater proficiency with citizenship competencies. Research, for instance, clearly indicates that persons with high self-esteem are more likely to participate in social events than persons with low self-esteem.

A Typology of Basic Citizenship Competencies

Once definitions such as those just discussed were established, our goal was to develop a typology of citizenship competencies which were basic and useful to a wide variety of individuals interested in citizenship education. By useful we meant a typology of competencies that could help educators identify fundamentals in citizenship education, make comparisons between different approaches to citizenship education, and identify instructional practices and materials likely to promote citizen competence.

By basic we meant a typology of citizenship competencies that would have six characteristics:

1. They would be limited in number.
2. They would be close to universally relevant in the sense of being linked to citizenship tasks all individuals--regardless of sex, race, ethnicity, social class, or other differences--face in some form in the course of daily living.
3. They would be generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship.
4. They could be taught continually across grade levels at increasing levels of sophistication and variety.

5. They would be of significant value to individuals as they sought to discharge their responsibilities, preserve their rights, and pursue their interests as citizens.

6. They would be of value to the society or group as it sought to maintain or improve itself.

The project identified seven competencies which met these criteria. In a democratic society the exercise of these competencies should be constrained and tempered by a commitment to human rights and to democratic participation in the shaping and sharing of values. The competencies are:

1. ACQUIRING AND USING INFORMATION.

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT.

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS.

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS.

   Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.

5. COMMUNICATING.

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING.

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS.

Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

To operationalize each competence, behaviors associated with the competency were also identified. These behaviors were called capacities. Specifying capacities provides a way to think about two questions regarding each competency. These are:

1. What experiences will give individuals the chance to acquire and to practice the competency?
2. What behavior will demonstrate the attainment of some level of proficiency with each competency?

The capacities identified are not exhaustive. Under certain circumstances, capacities other than those listed may be involved in the exercise of a competency. In addition, the proficiency an individual may attain with any given competency and its related capacities will be constrained by the level of the individual's cognitive, emotional, and perceptual development as well as by external factors in his or her social environment. The capacities in turn involve mixes of knowledge, skills, and attitudes which are generally identifiable but likely to be uniquely configured in each individual.

The project's Handbook of Basic Citizenship Competencies describes the competencies and related capacities in detail. It also provides examples of instructional activities that could help learners at a variety of age-grade levels to develop and practice each competency.

Handbooks and Checklists. Six written products were developed during the first phase of the project described in this report. These products are:

Handbook of Basic Citizenship Competencies

Non-technical but detailed definition of citizenship and citizenship competencies. Presents sample learning experiences to promote competencies and criteria for evaluating learning experiences. (This handbook has been published by the Association for Supervision and Curriculum Development.)

Guide to Basic Citizenship Competencies: Recommendations for Comparing Curriculum Materials, Assessing Classroom Instruction, and Setting Goals.

For teachers and curriculum supervisors. Presents checklists with optional numerical scoring.

Principals and Citizenship Education: A Guide for Effective Leadership

Considers management practices and leadership strategies that principals can use to promote improved citizenship education in the schools.

The Community and Citizenship Education: A Guide for Planning and Leadership

For youth program leaders in voluntary and service organizations. Presents checklists for planning and assessing citizenship-related programs.

Developing Your Child's Citizenship Competence: A Parent's Guide

Helps parents take stock of the opportunities their children have to develop citizenship competence.

Executive Summary

To inform superintendents, legislative leaders, and their staffs about the project.

For information about these materials or the project, contact Dr. Mary Jane Turner, Codirector, Basic Citizenship Competencies Project, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (303/492-8154).

Attachment 5

OSU

The Ohio State University

Columbus, Ohio 43201

Phone 614 422-1681

September 11, 1980

Thomas Koerner
The Bulletin
National Association of Secondary
School Principals
1904 Association Drive
Reston, Virginia 22091

Dear Mr. Koerner:

We would like to submit the attached paper for consideration for publication in the Bulletin.

The paper reports, in effect, on one part of a major project on citizenship education recently conducted for the National Institute of Education. A copy of a larger report on the same topic is enclosed for your interest.

Should you decide to publish the paper, the Mershon Center would like to purchase a substantial quantity of reprints.

Sincerely,

Richard C. Remy, Director
Citizenship Development Program

RR:pr
Enclosure
cc: Lonnie Wagstaff

Research and Education in National Security and Policy Sciences

The Principal's Role in Citizenship Education

Richard C. Remy and Lonnie H. Wagstaff

Tradition and legal mandate have charged schools with a special responsibility for citizenship education. What opportunities are there for principals to facilitate citizenship education? What leadership activities can take advantage of these opportunities? That is, what kinds of teacher behaviors and school management practices can principals and other administrators encourage to promote an environment favorable to good citizenship education?

Research on political learning and school effectiveness points to three dimensions of the school as offering natural opportunities for exercising leadership in citizenship education: (1) the curriculum and classroom instruction, (2) school climate and organization, and (3) school and teacher relations with the community. Principals and other administrators can initiate and facilitate activities in each of these areas that will contribute ultimately to the development of students' citizenship competencies.

Curriculum and Classroom Instruction

Formal citizenship instruction is concentrated in social studies, and at all grade levels textbooks play a key role (Shaver and others, 1979). A national survey commissioned by the National Science Foundation (NSF) found that 90 percent of social studies teachers rely on textbooks as the central instrument of instruction. Over 50 percent of the teachers surveyed would prefer to continue using books they are familiar with (Weiss, 1977; Superka and others, 1980). Few teachers studied were aware of newer, alternative

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This paper is derived from the authors' work on the Basic Citizenship Competencies Project, a joint endeavor of the Mershon Center, The Ohio State University and the Social Science Education Consortium with support from the National Institute of Education (Contract #400-78-0050).

instructional materials although about one-quarter reported that out-of-date teaching materials were a major problem (Shaver and others, 1979).

Research on political learning indicates that courses, programs and texts in civics, government, and other areas of the social studies are most strongly associated with the development of students' political knowledge (Ehman, 1980; Mullis, 1974). Classroom climate and teaching style in both social studies and non-social studies courses also affect student citizenship outcomes--especially attitudes. "Open" classroom climates have been found to foster a range of positive political attitudes; "closed" climates are associated with negative attitudes (Ehman, 1980; Raywid, 1976). Mullis (1974), for example, found that class discussion and class projects are good predictors of high school students' attitude achievement. In a study of citizenship education practices in ten countries including the United States, Torney and others (1975) found that more knowledgeable, less authoritarian, and more interested students came from schools where they were encouraged to have free discussion and to express their opinion in class.

Implications for Leadership. Curriculum and instruction offer important opportunities to facilitate good citizenship education.

1. *Administrators should insure that the teaching staff devotes sufficient time to formal instruction in citizenship/social studies education.*

Research establishing a relationship between time on task and student achievement (Walberg and others, 1979; Berliner, 1979) shows that sufficient teaching time is necessary for good citizenship education. This is particularly the case in the early elementary grades where the NSF national survey found teachers typically spend only 22 minutes a day on social studies instruction (Weiss, 1977).

2. *Administrators can encourage the teaching staff to evaluate current instructional materials or new materials being considered for adoption in terms of (1) the extent to which they promote learning of citizenship competencies and (2) their overall educational quality.*

Considering the significance of textbooks and other instructional materials, evaluation of new materials is critically important. A variety of checklists, curriculum analysis systems and guidelines are available from national organizations such as the Association for Supervision and Curriculum Development, the Social Science Education Consortium, and the National Council for the Social Studies (Remy, 1980; Social Science Education Consortium; Ad Hoc Committee, 1979). Teachers may use them working individually or in committees or task forces.

However, systematic analysis and comparison of curriculum materials is time-consuming, hard work. Teachers and other staff need incentives and opportunities to move beyond cursory skimming of materials to an in-depth consideration of the degree to which they meet important needs in citizenship education.

3. *Administrators can facilitate inservice activities that (1) expose the teaching staff to new ideas and materials in citizenship/social studies education and (2) encourage teachers to share their own work and ideas with colleagues.*

An information-rich environment provides an important context for creative teaching. Such an environment should involve external information about available materials and new practices, as well as internal information about interesting practices used within the school. Certainly in recent years many good, new instructional materials in citizenship/social studies have been developed. However, it isn't easy for teachers to learn about these materials nor is it part of the schools' routine incentive structure. Similarly, most teachers know a lot more about education than they usually tell others. Administrators can make an important contribution here by easing time constraints, encouraging information sharing as a professional responsibility, and establishing structures within the school for group discussion of teaching problems and successes.

4. *Administrators can create an environment and nonthreatening procedures that encourage teachers to think more systematically about desirable goals in citizenship education and to assess their own performance and classroom climate in terms of such goals.*

This action is consistent with the principal's presumed but often neglected role as advisor-consultant and senior colleague. It requires a setting where teachers are helped to clarify their goals and are made aware of student outcomes they had not previously considered. While most teachers would agree to both idealized content goals and goals for their performance as citizenship education (encouragement of student ideas, fair treatment of all students), they have little incentive or opportunity to perceive their actual behavior in relation to such goals. Thus, they have little chance to recognize that there may be gaps between the goals to which they aspire and their present capacity to achieve them. Hawley (1976) describes how a setting conducive to such self-analysis might be created by structuring teacher interactions with administrators, peers, parents, students and professional information.

School Climate and Organization

The social organization and climate of the school provides a second opportunity for principals and other administrators to influence citizenship education. Schools are arenas where rules are made, goals are set, and resources are distributed. Administrators, teachers, and students are all "citizens" of the school. This notion is, of course, reinforced by recent court decisions that have recognized the constitutional rights of students in such areas as freedom of speech, freedom of the press, personal appearance, freedom from racial and sexual discrimination, and due process (Fischer, 1976).

In essence, as the Supreme Court put it in the *Tinker v. Desmoines* (1969), "students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the state must respect."

While students' legal rights have been expanding, some researchers have been examining the "political climate" of schools. This work provides evidence that students' participation in extracurricular activities and school governance is related positively to their political attitudes. Similarly, the organizational and governance structure of schools is related to attitude outcomes. In short, more student participation and less authoritarian school climates are related to more positive student political attitudes and behavior (Ehman, 1980).

At another level, studies of teacher effectiveness, organizational environments, and political socialization imply that "adaptive" or "self-renewing" schools are required for effective gains in school-based citizenship education. Such schools are characterized by governance patterns involving (1) good internal communications, (2) procedures for continual goal clarification by teachers, (3) substantial role for teachers in decisions regarding school policies for improving instruction, and (4) minimization of status differences (Hawley and others, 1975; Hawley, 1980).

Implications for Leadership. The principal and other administrators are responsible for the school's management and in large part for establishing the climate of the school.

1. *At a minimum, all administrators have a responsibility to create a school climate characterized by equitable rules, accessible grievance procedures for students, and opportunities for student due process in governance issues which directly affect them.*

Most practitioners are probably familiar with students' legal rights and make reasonably conscientious efforts to manage their schools within a framework of basic democratic principles.

2. *Administrators can follow management strategies that distribute organizational authority in ways that facilitate and allow for more direct involvement of teachers and, potentially, students in school governance.*

In recent work, Sergiovanni (1979) has identified four models of educational administration that undergird current professional practice--scientific management, bureaucratic, collegial, and political. Each model or paradigm involves its own internal logic, key assumptions, postulates, data, and inferences about organizational life and human behavior. Two of these models--the collegial and the political--suggest management practices that could produce a school climate conducive to good citizenship education.

The collegial model calls for explicit attention to the human, organic side of educational organization. Accordingly, the ideal school is characterized by highly motivated individuals committed to school objectives from which they derive intrinsic satisfaction. This model calls upon administrators to treat staff as experts who enjoy discretionary prerogatives and who are influenced more by client needs and special abilities than by carefully delineated duties and tasks. Thus, collegial thinking would involve shared decision making, joint planning, common goals, and increased responsibility and autonomy for teachers.

The political theory treats goals not as fixed but rather as unstable, changing, and subject to influence from external forces. Needed consensus on goals is reached through bargaining by individuals in the external environment and teachers (and possibly students) in interdependent subunits within the school. Conflict is a natural outgrowth of debate over goals and values, and is a sign of organizational health. The administrator's role in this model is to manage conflicts and to seek solutions that satisfy a variety of demands rather than solutions that are optimal in some "rational" sense.

Linking School and Community

School-community relations present a third natural opportunity to promote better citizenship education in their schools. Administrators can help their staff use resources available in the local community more effectively. This is important for two reasons. First, research shows that political learning is a society-wide process (Remy, 1978; Farquhar and Dawson, 1979; Weissberg, 1974). Key elements of the community such as business and labor, voluntary organizations, religious organizations, and the family are settings where individuals confront daily the tasks and problems of citizenship. They are also sources of the knowledge, skills, attitudes, and experiences we acquire as citizens.

Socialization researchers have yet to precisely sort out the relationship and interactive effects of citizenship education in school and non-school settings. However, the society-wide nature of citizenship clearly means administrators and teachers should be aware of the non-school dimension of the process as they plan school related programs.

A second reason for helping the teaching staff draw upon the local community is that every community--whether large or small, rich or poor, urban or suburban--is a potentially rich "talent bank" for citizenship education programming in the school (Gilliom and others, 1980). Adult members of the community might serve as resource people for the schools by speaking to classes, consulting with teachers on the design of new programs, taking part in PTO or PTA programs, taking part in inservice presentations for teachers, and the like.

Implications for Leadership. There are at least three ways to strengthen citizenship education through the schools relations with the community.

1. *Administrators can encourage the staff to draw upon the community as a "talent bank" for citizenship education programming within the school.*

To facilitate using community members as citizenship education resources, administrators can help the school's instructional staff develop a speakers bureau or encourage the staff to use an existing one. Individuals from the school and community, expert in topics relevant to citizenship and willing to speak to classes and assemblies, can be identified and cataloged. When teachers need a speaker, they check the file for individuals identified as expert on the topic.

Administrators can encourage the development of an issues forum. The school staff identifies issues of current importance, particularly to students, and organizes forums in which individuals with different views participate. These people can also be included in a speakers bureau.

2. *Administrators can encourage the staff to make full use of the community as a "laboratory" where students can become involved in citizenship related activities.*

Concerned with the isolation of students from citizenship experiences and "the real world," some civic educators have been developing programs and strategies to take advantage of the community as a learning laboratory (Newmann, 1975; Newmann and others, 1977). Many of these programs are targeted at the secondary school level and involve students in such activities as making surveys of community needs and problems; rendering volunteer service to social agencies; and participating in electoral politics, community organizations, and internships with adults in business, local government, and the professions.

Student work outside of schools is not a substitute for study and reflection. Rather, it insures that school-based instruction will be directed toward social realities and the building of basic citizenship competencies. In New Roles for Youth in the School and Community, the National Commission on Resources (1974) offers many useful illustrations of what schools around the country have done in this regard.

3. *Administrators can initiate actions designed to increase the capacity of interested citizens to work constructively with schools on citizenship education programs.*

It may sometimes seem that education is of real interest only to educational professionals and to the young children who are the clients of schools. In many localities relations between citizens and parents and between schools and school systems have become cool or strained. And a strong collaborative tie between business and the schools is yet to be achieved in most instances.

Several steps can be taken to remedy this situation. For instance, a Community Advisory Council can be established to identify citizenship problems and opportunities for the school and community to consider together. Or elementary school administrators can initiate a form of parent effectiveness training. In such a program representatives of the school staff and parent groups could develop activities to inform parents about the school's citizenship program and discuss activities for the home to reinforce the development of children's competencies and skills. Or school staff could meet with representatives from community institutions, organizations, and other groups to inform community members about the school's program and solicit their support and assistance.

Steps recommended in this article do not require a new element to be added to the already crowded curriculum. Rather, they suggest practical ways to effectively discharge time-honored responsibilities to help prepare youth for competent citizenship.

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Richard C. Remy is an associate professor in the department of Political Science and Humanities Education at The Ohio State University and director of the Citizenship Development at the Mershon Center.

Lonnie H. Wagstaff is a professor of educational administration and chairperson of the Department of Educational Administration at the Ohio State University.

OSU

The Ohio State University

Mershon Center
199 West 10th Avenue
Columbus, Ohio 43201
Phone 614 422-1681

June 23, 1980

Attachment 6

Sally Banks Zakariya
Senior Editor
National Association of Elementary
School Principals
1801 North Moore Street
Arlington, Virginia 22209

Dear Ms. Zakariya:

I would like to submit the enclosed article for consideration for publication in *Principal*.

In a sense this submission follows-up our earlier conversations about the possibilities of NAESP publishing our *Handbook of Basic Citizenship Competencies* (see the enclosed letter). A copy of that *Handbook* is enclosed.

Publication of the enclosed article could be of interest to your readers and alert them to the availability of the *Handbook*. Thanks for your consideration.

Sincerely,

Richard C. Remy, Director
Citizenship Development Program

RR:pr
cc: Judy Kies

Research and Education in National Security and Policy Sciences

What Are Basic Citizenship Competencies?
Guidelines for Educators

Richard C. Remy

What constitutes basic education in citizenship for today's students? What competencies must students develop if they are to discharge their responsibilities and protect their interests as citizens? How can we identify instructional materials and school management practices likely to promote basic citizenship competencies?

This article presents a typology of basic citizenship competencies designed to help answer such questions. The typology was developed as part of the Basic Citizenship Competencies Project. The Project is an effort to use research-based knowledge about political behavior and learning to assist parents, educators and community leaders design, implement and/or assess citizenship related policies and programs.*

The typology is a problem-solving tool, not a new curriculum outline. The typology may be used as a frame of reference for curriculum specialists. It can help guide the selection of instructional objectives, subject matter, and teaching procedures. Programs can be created, and curricula compared and appraised in terms of the typology.

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*The Project is a joint undertaking of the Mershon Center, The Ohio State University and the Social Science Education Consortium, Boulder, Colorado with support from the National Institute of Education (Contract # 400-78-0050). Mary Jane Turner is Co-Director of the Project and along with Richard Snyder contributed valuable advice in the development of the typology of citizenship competencies.

Citizenship Education and Competence

Originally in the public school concept citizenship education was the major focus of all education. To some extent this is still the case. However, since the 1920's citizenship education also has been treated as one special area of study generally concentrated within the social studies area of the curriculum.

As social complexity has increased citizenship education has become increasingly diversified. Today content may include not only the familiar civics, history and geography, but also law-related education, global education, social problems, values clarification, moral/citizenship education and community participation programs. In addition, consumer education, career education and energy education are often linked to citizenship education. Goals and objectives across this variety of approaches range from inculcating patriotic loyalty to teaching students to be critical participants in processes of political change. Pedagogical techniques range from the very traditional read and recite to new inquiry or participation oriented teaching strategies.[1]

Such variety notwithstanding, the development of competent citizens is the overarching goal of citizenship education. What is citizenship competence? Competence implies a capacity or ability equal to some requirement. Citizenship competencies are the particular capacities an individual requires if they are to behave in such a way, or use their efforts in such a manner, as to produce consequences they intend in their role as citizens. In a democratic society, competence implies citizens will produce consequences which do not violate human rights and which are congruent with principles of liberty and justice.

A Typology of Citizenship Competencies

Seven basic citizenship competencies are:[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as justice, ethnics, morality and practicality to make judgments of people, institutions, policies and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision-makers, leaders and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working with bureaucratically organized Institutions in order to promote and protect one's interests and values.

For each of these competencies we can identify a set of related capacities. These capacities are behaviors associated with each competency.

Specifying capacities provides a way to think about two questions regarding each competency. These are:

1. What experiences will give individuals the chance to acquire and to practice the competency?
2. What behavior will demonstrate the attainment of some level of proficiency with each competency?

The capacities described below are not exhaustive. Under certain circumstances, capacities other than those listed may be involved in the exercise of a competency. In addition, the proficiency an individual may attain with any given competency and its related capacities will be constrained by the level of the individual's cognitive, emotional and perceptual development as well as by external factors in their social environment.[3]

1. ACQUIRING AND USING INFORMATION:

Competence in acquiring and processing information about political situations in one's environment.

Which involves and is demonstrated by the CAPACITY to:

1.1 Use newspapers and magazines to obtain current information and opinions about issues and problems.

1.2 Use books, maps, charts, graphs and other sources.

1.3 Recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.

1.4 Identify and acquire information from public and private sources such as government agencies and community groups.

1.5 Obtain information from fellow citizens by asking appropriate questions.

1.6 Evaluate the validity and quality of information.

1.7 Organize and use information collected.

Acquiring information means extracting information and data from the environment. Processing information means critically evaluating and organizing and sensibly using information. We may, of course, acquire information simply for the joy of the process or because some topic or problem interests us. In our citizen role, however, competent behavior often requires that we use information acquired in some purposive manner leading to a better understanding of a situation, an entity, a problem or ideas about productive solutions.

2. ASSESSING INVOLVEMENT:

Competence in assessing one's involvement and stake in political situations, issues, decisions and policies.

Which involves and is demonstrated by the CAPACITY to:

2.1 Identify a wide range of implications for an event or condition.

2.2 Identify ways individual actions and beliefs can produce consequences.

2.3 Identify your rights and obligations in a given situation.

Assessing one's involvement and stake in political situations means (1) identifying consequences for self and others that may stem from political events and conditions and (2) identifying the implications for others of one's own actions, values, beliefs and feelings.

3. MAKING DECISIONS

Competence in making thoughtful decisions regarding group governance and problems of citizenship.

Which involves and is demonstrated by the CAPACITY to:

3.1 Generate realistic alternatives.

3.2 Identify the consequences of alternatives for self and others.

3.3 Determine goals or values involved in a decision.

3.4 Assess the consequences of alternatives based on stated values or goals.

A decision is a choice among two or more alternatives. Thoughtful decision-making involves a conscious search for alternatives and assessment of the consequences of alternatives in light of the decision-maker's values or preferred goals. Thoughtful decision-makers take account of the impact of their choices on both self and others both inside and outside the group. Consideration of both facts and values are involved in thoughtful decision-making.

4. MAKING JUDGMENTS:

Competence in developing and using standards such as justice, ethics, morality and practicality to make judgments of people, institutions, policies and decisions.

Which involves and is demonstrated by the CAPACITY to:

4.1 Identify and, if necessary, develop appropriate criteria for making a judgment.

4.2 Apply the criteria to known facts.

4.3 Periodically reassess criteria.

4.4 Recognize that others may apply different criteria to a problem.

Judgments involve evaluative activity. Judgments are claims about the goodness or badness, the desirability or undesirability, the appropriateness or inappropriateness of given phenomena. To judge a person, institution, policy or decision is to weigh its worth in terms of some set of criteria. Criteria are standards or rules for making judgments; they are assertions about the qualities, characteristics or properties in terms of which a phenomena will be judged. Criteria help Individuals evaluate and determine the worth of something.

5. COMMUNICATING:

Competence in communicating ideas to other citizens, decision-makers, leaders and officials.

Which involves and is demonstrated by the CAPACITY to:

5.1 Develop reasons supporting your point of view.

5.2 Present these viewpoints to friends, neighbors, and acquaintances.

5.3 Present these viewpoints in writing to public officials, political leaders and to newspapers and magazines.

5.4 Present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.

By communicating we mean passing along or transmitting ideas and information to others in either written or oral form. In one sense formulating an argument and presenting it effectively has always been an important task of citizenship. In another sense, communicating information and ideas to officials and political leaders has become increasingly challenging as the scale of society and the complexity of issues has increased. Today one may need or wish to communicate with officials in a bewildering array of agencies far removed from one's immediate community. Often communicating with such officials involves coping with esoteric jargon and a cobweb of regulations and procedures.

6. COOPERATING:

Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

Which involves and is demonstrated by the CAPACITY to:

6.1 Clearly present your ideas about group tasks and problems.

6.2 Take various roles in a group.

6.3 Tolerate ambiguity.

6.4 Manage or cope with disagreement within the group.

6.5 Interact with others using democratic principles.

6.6 Work with others of different race, sex, culture, ethnicity, age and idealogy.

This competence involves a range of human relations and self-management capacities requisite to relating to others effectively. These capacities have a distinctly affective dimension. They entail attitudes and emotional orientations associated with ways people interact with each other. Competency in this regard, implies both commitment to democratic ideals and the *application* of such ideals in dealing with others in daily life. This means relating to and making decisions about others in group settings in non-egocentric, non-ethnocentric and non-stereotypic ways. Neither teachers nor parents should be very satisfied with students who could recite the Golden Rule and Bill of Rights accurately but who consistently infringe on the rights of those around them.

7. PROMOTING INTERESTS:

Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

Which involves and is demonstrated by a CAPACITY to:

7.1 Recognize your interests and goals in a given situation.

7.2 Identify an appropriate strategy for a given situation.

7.3 Work through organized groups to support your interest.

7.4 Use legal remedies to protect your rights and interests.

7.5 Identify and use the established grievance procedures within a bureaucracy or organization.

Competence in dealing effectively with bureaucratically organized Institutions is increasingly a part of citizenship. Citizens acting individually and with others interact with bureaucratically organized Institutions in two ways. First, we are consumers or recipients of public services and products of such organizations--particularly of government institutions. Second, citizens increasingly look to various government agencies to promote their interests, values and causes. Thus, for example, blacks and Indians may look to the Department of Justice to promote their civil rights. Citizens concerned with the quality of the environment attempt to promote their interests through federal, state and local environmental agencies. Similarly, citizen groups often must work with consumer agencies as well as large corporations in order to promote and protect their economic interests.

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[1] See John J. Patrick, "Political Socialization and Political Education in Schools," in S. Renshon (ed.) *Handbook of Political Socialization Research* (New York: The Free Press, 1977), p. 191 and Le Ann Meyer, "The Citizenship Education Issue: Problems and Programs," The Education Commission of the States, Report No. 123, February, 1979.

[2] These competencies are described in detail in Richard C. Remy, *Handbook of Basic Citizenship Competencies*, Basic Citizenship Competencies Project, Columbus, Ohio, 1979.

[3] Self-esteem also has an important relationship to citizenship competence. See Remy, *Handbook*, p. 15 and Robert C. Ziller, *The Social Self* (New York: Pergamon Press, Inc., 1973), p. 7

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August 21, 1980

Attachment 7

Lonnie Wagstaff, Chairman
Educational Administration
310 Ramseyer
29 West Woodruff
Columbus, OH 43210

Dear Lonnie:

The attached letter from Ron Brandt is self-explanatory and an unpleasant surprise. ASCD went so far as to edit the paper before deciding they did not have space. A copy of their edited version of the paper is enclosed.

Unless you disagree, I will promptly have the paper re-typed (using most but not all of ASCD's editorial suggestions) and submit it to Tom Koerner, editor of The Bulletin.

Sincerely,

Richard C. Remy, Director
Citizenship Development Program

RR:pr
Enclosures

Administrators and Citizenship Education: Opportunities and Strategies for Effective Leadership

Richard C. Remy and Lonnie H. Wagstaff

By historical tradition and legal mandate schools have been charged with a special responsibility for citizenship education. Principals and other administrators share in this responsibility and are in a key position to promote good citizenship education in their schools.

What opportunities are there for administrators to facilitiate citizenship education? What leadership activities can take advantage of these opportunities? That is, what kinds of teacher behaviors and school management practices can administrators encourage to promote an environment favorable to good citizenship education?

Research on political learning and school effectiveness points to three dimensions of the school as offering natural opportunities for administrators to exercise leadership in citizenship education. These are (1) the curriculum and classroom instruction, (2) school climate and organization and (3) school and teacher relations with the community. Administrators can initiate and facilitate activities in each of these areas that will contribute ultimately to the development of students' citizenship competencies.

Curriculum and Classroom Instruction

The basic mission of the school is instruction. Instruction is the creation of conditions that facilitate learning. It involves a wide array of printed matter and audiovisual media along with the teacher's manipulation of such materials.[1]

This paper is derived from the authors' work on the Basic Citizenship Competencies Project, a joint endeavor of the Mershon Center, The Ohio State University and the Social Science Education Consortium with support from the National Institute of Education (Contract #400-78-0050).

Formal instruction relevant to citizenship is concentrated within the social studies area of the curriculum. At all grade levels textbooks play the key role in this instruction. Textbooks are seen by teachers as the primary source of knowledge in social studies education.[2] A national survey recently commissioned by the National Science Foundation found that 90 percent of social studies classes rely on textbooks as the central instrument of instruction. Even in grades K-3, 65 percent of the classes use texts.[3] And over 50 percent of the teachers surveyed would prefer to continue using books they are familiar with. Few teachers studied were aware of newer, alternative instructional materials although about one quarter reported that out-of-date teaching materials were a major problem.[4]

Research on political learning indicates that courses, programs and texts in civics, government and other areas of the social studies are most strongly associated with the development of students' political knowledge. In a thorough review of existing research Ehman finds that, "systematic and carefully aimed curriculum treatments can result in considerable political information transmission at both the elementary and secondary school level."[5] Such findings are confirmed by the Mullis analysis of National Assessment data which found that school variables most closely associated with exposure to subject-matter including time-on-task and studying from textbooks had the greatest effort on student achievement of political knowledge.[6]

Research also clearly indicates that classroom climate and teaching style in both social studies and non-social studies courses affects student citizenship outcomes--especially attitudes. Classroom climate means the interaction of the teacher with the curriculum--how teaching is carried out. "Open" classroom climates have been found to foster a range of positive political attitudes, and a "closed" climate is associated with negative attitudes.[7] Mullis, for example, found the use of class discussion and class projects to be good predictors of high school students' attitude achievement.[8] In a study of citizenship education practices in ten countries including the United States, Torney and others found that more knowledgeable, less authoritarian and more interested students came from schools where they were encouraged to have free discussion and to express their opinion in class.[9]

Implications for Leadership. Curriculum and instruction offer an important opportunity for administrators to facilitate good citizenship education. Specifically,

1. *Administrators should insure that the teaching staff devotes sufficient time each day for formal instruction in citizenship/social studies education. This is particularly important at the elementary school level.*

Given research pointing out the relationship between time on task and student achievement, this action is a very necessary but minimally sufficient condition for good citizenship education.[10] This is particularly the case in the early elementary grades where the NSF national survey found teachers typically spend only 22 minutes a day on social studies instruction.[11] Strategies involving both rewards and/or sanctions are available for implementation.

2. *Administrators can encourage the teaching staff to evaluate current instructional materials or new materials being considered for adoption in terms of (1) the extent to which they promote basic citizenship competency learning and (2) their overall educational quality.*

Given the demonstrated significance of textbooks and other instructional materials, these are critically important tasks. A variety of checklists, curriculum analysis systems and guidelines are available from national organizations such as ASCD, the Social Science Education Consortium and the National Council for the Social Studies.[12] Such materials may be used by teachers working individually or in committees or task forces.

However, systematic analysis and comparison of curriculum materials is time-consuming, hard work. Teachers and other staff need both incentives and opportunities to move beyond cursory skimming of materials to an in-depth consideration of the degree to which they meet important needs in citizenship education.

3. *Administrators can facilitate in-service activities which (1) expose the teaching staff to new ideas and materials in citizenship/social studies education and (2) encourage teachers to share their own work and ideas with colleagues.*

An information-rich environment provides an important context for creative teaching. Such an environment should involve external information about available materials and new practices, as well as internal information about interesting practices ongoing within the school. Certainly in recent years many good, new instructional materials in citizenship/social studies have been developed. However, it is not easy nor part of the routine incentive structure for teachers to learn about these materials. Similarly, most teachers know a lot more about education than they usually tell others. Administrators can make an important contribution here by easing time constraints, encouraging norms relevant to information sharing as a professional responsibility, and establishing structures within the school for group discussion of teaching problems and successes.

4. *Administrators can create an environment and non-threatening procedures which encourage teachers to think more systematically about desirable goals in citizenship education and to assess their own performance and classroom climate in terms of such goals.*

This action is consistent with the administrator's presumed but often neglected role as advisor-consultant and senior colleague. It requires the creation of a setting where teachers are helped to clarify their goals and are made aware of outcomes for students that they had not previously considered. While most teachers would agree to both idealized content goals and goals for their performance as citizenship educators (e.g. encouragement of student ideas, fair treatment of all students) they have little incentive or opportunity to perceive their actual behavior in relation to such goals. Thus, they have little chance to recognize that there may be gaps between the goals to which they aspire and their present capacity to achieve such goals. Hawley describes how a setting conducive to such self-analysis might be achieved by structuring teacher interactions with administrators, peers, parents, students and professional information.[13]

School Climate and Organization

The social organization and climate of the school provides a second opportunity for administrators to influence citizenship education. Schools are arenas where rules are made, goals are set and resources are distributed. Administrators, teachers and students are all "citizens" within the school context. This notion is, of course, reinforced by recent court decisions which have recognized the constitutional rights of students. Important developments have occurred in such areas as freedom of speech, freedom of the press, personal appearance, freedom from racial and sexual discrimination, and due process.[14] In essence, as the Supreme Court put it in the *Tinker* case, "students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the state must respect."[15]

At the same time students' legal rights have been expanding, some researchers have been examining what is termed the "political climate" of schools. This work provides evidence that students' participation in extracurricular activities and school governance is related positively to their political attitudes. Similarly, the organizational and governance structure of schools is related to attitude outcomes.

In short, more participant and less authoritarian school climates are related to more positive political attitudes and behavior on the part of students.[16]

At another level, Hawley has concluded that research on teacher effectiveness, organizational environments and political socialization implies the "adaptive" or "self-renewing" schools are required for effective gains in school-based citizenship education. Such schools, he argues, are characterized by governance patterns where (1) there are good internal communications, (2) there are procedures for continual goal clarification by teachers, (3) teachers play a substantial role in decisions regarding school policies relevant to improving instruction and (4) status differences are minimized.[17]

Implications for Leadership. The principal and other administrators are responsible for the school's management and in large part for establishing the climate of the school. Specifically,

1. *At a minimum, all administrators have a responsibility to create a school climate characterized by equitable rules, accessible grievance procedures for students and opportunities for student due process in governance issues which directly affect them.*

This action is implied by our brief review of students' legal rights. Most practitioners are familiar with these issues and likely make reasonably conscientious efforts to manage their schools within a framework of basic democratic principles. Our concern will turn to what might be done beyond the bare minimum.

2. *Administrators can follow management strategies which distribute organizational authority in ways that facilitate and allow for more direct involvement of teachers and, potentially, students in school governance.*

In recent work, Sergiovanni has identified four models of educational administration which undergird current professional practice--scientific management, bureaucratic, collegial and political.[18] Each model or paradigm involves its own internal logic, key assumptions, postulates, data and inferences about organizational life and human behavior. Two of these models--the collegial and the political--suggest management practices that could produce a school climate conducive to good citizenship education.

The collegial model calls for explicit attention to the human, organic side of educational organization. Accordingly, the ideal school is characterized by highly motivated individuals committed to school objectives from which they derive intrinsic satisfaction. This model calls upon administrators to treat staff as experts who enjoy discretionary prerogatives and are influenced more by client needs and special abilities by carefully delineated duties and tasks. Thus, collegial thinking would involve shared decision-making, joint-planning, common goals, and increased responsibility and autonomy for teachers.

The political theory does not take goals as given to be administered but rather as unstable, changing and subject to influence from external forces. Needed consensus on goals is arrived at through bargaining involving both actors in the external environment and teachers (and possibly students) in interdependent sub-units within the school. Conflict is a natural outgrowth of this process of debate over goals and values, and is a sign of organizational health. The administrators role in this model is to manage such conflict and to seek solutions that will satisfy a variety of demands rather than solutions which are optimal in some "rational" sense.

Linking School and Community

The local community and the areas of school-community relations presents a third natural opportunity for administrators to promote better citizenship education in their schools. Administrators can help their staff use resources available in the local community more effectively. This is important for two reasons. First, research shows that political learning is a society-wide process.[19] Key elements of the community such as business and labor, voluntary organizations, religious organizations and the family are settings where individuals confront daily the tasks and problems of citizenship. They are also sources of the knowledge, skills, attitudes and experiences we acquire as citizens.

At this point socialization researchers have yet to precisely sort out the relationships and interactive effects of citizenship education in school and non-school settings. However, the society-wide nature of citizenship clearly means administrators and teachers should be aware of the non-school dimension of the process as they plan school related programs.

A second reason for helping the teaching staff draw upon the local community is that every community--whether large or small, rich or poor, urban or suburban--is a potentially rich "talent bank" for citizenship education programming in the school.[20] Individuals in academia, business, the professions and the voluntary sector as well as homemakers are citizens who confront daily the tasks of citizenship. In their citizen role adult members of the community might serve as resource people for the schools by speaking to classes, consulting with teachers on the design of new programs, taking part in PTO or PTA programs, taking part in in-service presentations for teachers and the like.

Implications for Leadership. A school's citizenship education programming can be greatly enhanced by using the local community as a resource for school-based citizenship education. There are at least three ways administrators can help their schools relate effectively to the community for strengthening citizenship education. Specifically,

1. *Administrators can encourage the staff to draw upon the community as a "talent bank" for citizenship education programming within the school.*

To facilitate the use of community members as citizenship education resources, administrators could help the school's instructional staff develop a speakers bureau or encourage the staff to use an existing speakers bureau. Individuals from the school and community expert in topics relevant to citizenship and willing to speak to classes and assemblies could be identified and cataloged. When teachers need a speaker, they would check the file and contact an individual identified as expert on the topic.

Administrators could also encourage the development of an issues forum. The school staff would identify issues which are of current importance, particularly to students, and organize forums in which individuals with different views would be identified and recruited to participate in the forum. The speakers' bureau discussed above could be used to identify participants.

While the idea of using local resources in this manner is not new, it is often not been systematically exploited by schools for the purpose of improving school-based citizenship education. As a result, for most schools, the community remains a virtually untapped resource for educators interested in promoting better citizenship education.

2. *Administrators can encourage the staff to make full use of the community as a "laboratory" where students can become involved in citizenship related activities.*

Concerned with the isolation of students from citizenship experiences and "the real world," some civic educators have been developing programs and strategies to take advantage of the community as a learning laboratory.[21] Many of these programs are targeted at the secondary school level and involve students in such activities as making surveys on community needs and problems; rendering volunteer service to social agenices; participating in electoral politics, community organizations, and internships with adults in business, local government and the professions.

Advocates of using the community as a laboratory do not see student work outside of schools as a substitute for study and reflection. Rather, their aim is to help insure that school-based instruction will be directed toward social realities and the building of basic citizenship competencies. In its book New Roles for Youth in the School and Community the National Commission on Resources offers many useful illustrations of what schools around the country have done in this regard.[22]

3. *Administrators can initiate actions designed to increase the capacity of interested citizens to work constructively with schools on citizenship education programs.*

To many persons, it appears that schools and schooling are only of real interest to educational professionals and to the young children who are traditionally seen as clients of the schools. In many localities relations between citizens and parents on the one hand, and schools and school systems on the other, have become cool or strained. And a strong collaborative tie between business and the schools is yet to be achieved in most instances.

Several steps can be taken to remedy this situation. For instance, a Community Advisory Council (CAC) might be established to identify citizenship problems and opportunities for both the school and community to consider. Or elementary school administrators might initiate a form of parent effectiveness training. In such a program representatives of the school staff and parent groups could develop activities to inform parents about the school's citizenship program and discuss activities for the home to reinforce the development of children's competencies and skills. Or meetings of the school staff could be convened with representatives from community institutions, organizations and groups. Such meetings could inform community members about the school's program and solicit their support and assistance.

* * *

In summary, current research points to curriculum and instruction, school climate and community relations as areas where there are real opportunities to promote citizenship education. For each area we identified actions administrators could initiate to build a school environment favorable to citizenship education. These actions do not require a new element to be added to the already crowded curriculum. Rather, they suggest practical ways administrators can more effectively discharge their time-honored responsibility to help prepare youth for competent citizenship.

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June 24, 1980

Attachment 8

Ronald S. Brandt
Executive Editor
Educational Leadership
225 North Washington Street
Alexandria, VA 22314

Dear Ron:

Here are my articles for the October issue of Educational Leadership on citizenship education. They are:

1. "Some Criteria for Making Judgments About Citizenship Education," a short piece written as a lead article to help introduce the topic to readers, and
2. "Administrators and Citizenship Education," the article described in my March 21 letter.

I hope things are in good order for the October issue. My co-author for article #2, Lonnie Wagstaff, should be sending a picture along shortly.

I will be leaving shortly for a summer research project and if need be can be reached from June 26 to August 15 at the following:

R.R. 3, Box 13C
Woodruff, Wisconsin 54568
(715)-356-2863

I would prefer telephone calls in the morning. Hope you have a pleasant summer.

Sincerely,

Richard C. Remy, Director
Citizenship Development Program

RR:pr

P.S. If possible could my photo be returned after you're finished with it?

Research and Education in National Security and Policy Sciences

Some Criteria for Making Judgments About Citizenship Education

Richard C. Remy

As the articles in this issue indicate, there is a resurgence of interest and activity in citizenship education. Citizenship education involves learning and instruction directed to the development of citizen competence, which may be thought of as the quality of a person's behavior in their role as a citizen. The development of competent citizens is the overall goal of citizenship education.

An Overview

After a considerable lapse of interest in citizenship education during the 1960's and into the 70's, concern for revitalizing citizenship education has grown among curriculum specialists, social scientists, foundation officials, state and federal policy-makers and the general public. The recent Gallup Poll of attitudes toward the public schools, for example, found that 89% of public school parents rated "civics/government" as an "essential" subject. Only two subjects--math and English--were rated as essential by a greater percentage of parents.[1]

Originally in the public school concept citizenship was a major focus of all education. To some extent this is still the case. However, since the 1920's citizenship education has also been treated as one dimension of study generally concentrated within the social studies area of the curriculum.

Today the content of citizenship education in schools may include not only the familiar civics, history and geography, but also global education, law-related education, social problems, moral/citizenship education, and community participation. In addition, consumer education, career education and energy/environmental education are often linked to citizenship education. Research also indicates that the social organization of schools and the classroom are an "informal" or "hidden" citizenship curriculum that affects political learning in important but not yet fully understood ways.[2]

Citizenship education is presently marked by increasing diversity as alternative approaches compete with each other for a place in the curriculum. Goals and objectives across the variety of approaches range from inculcating patriotic loyalty to teaching students to be critical participants in processes of social change. Instructional techniques range from "read and recite" to inquiry or participation oriented teaching strategies.

Finally, unlike many other areas of the school curriculum, citizenship is taught and learned outside school as well as in. Citizenship education begins early, within the family, and continues throughout a lifetime. Business, labor, civic organizations and churches also contribute formally and informally to citizenship education. At present, however, little is known about the relationship between citizenship education in school and non-school settings and the extent to which efforts in different sectors reinforce or contradict each other.

The Process of Making Judgments

As concern with education for citizenship continues to grow, administrators face the task of making judgments about the merits of an increasing array of programs in this area. Such evaluative activity is at the heart of the administrator's professional responsibilities.

Making judgments about curriculum programming involves two interrelated tasks. First is the identification and justification of criteria. Criteria are standards or rules for making judgments; they are assertions about the qualities, characteristics, or properties in terms of which curricula will be judged. Formulating criteria itself involves a judgment about the degree to which the criteria selected are valid for the context in which they will be used.[3]

Second is the application of criteria to a given program. This involves determination of the extent to which any particular program or set of materials meet or fail to meet a given set of criteria.

Over the years I have developed a number of criteria to help guide my own thinking and curriculum development in citizenship education.[4] The remainder of this article presents these criteria in the form of questions which can be asked about a given program or instructional product. While hardly exhaustive, these questions may help call attention to several important aspects of citizenship education. Readers will, of course, have their own questions and will want to make their own judgments about the usefulness of my criteria for their own particular interests and work.

Some Criteria for Making Judgments

1. *Is the program based on a broad or a narrow conception of citizenship?*

There is no *one* way of conceptualizing political life which is necessarily "right" or superior to all others. Rather, different ways of viewing citizenship can be "correct" and at the same time more less useful for developing programs likely to promote citizenship competence.

A narrow view sees citizenship solely in terms of the individual's relation to formal institutions of government. Individuals are assumed to act as citizens when they deal in some way with governments. This view has important disadvantages for developing educational programs. It treats politics as something only adults "do" or experience. The implication of such an "adult-centered" view is that politics is something students can study from a distance and for which they can prepare, but in which they cannot participate until they reach the age of majority and take on such adult roles as voters, taxpayers, campaign workers, public officials or candidates for electoral office.

It is far more useful to treat politics and governance as a universal feature of human social life. This implies that citizenship behavior occurs in relation to a school, a social club, or a labor union as well as in relation to a city or nation. This view makes it possible to develop instructional programs which draw upon the politics and governance of everyday life as well as upon issues associated with the formal institutions of government. In turn, this makes it possible to create programs which are connected to the experience of students so they can perceive instruction as personally meaningful.

Taking a broader rather than a narrower view of citizenship when developing programs implies that the task of citizenship education is not simply one of preparing the young for a future adult role. Nor is it simply a task of teaching facts and loyalties relevant to governmental institutions.

2. *Does the program give some attention to developing competencies all people need in order to discharge their duties and responsibilities and protect their interests as citizens?*

Elsewhere I have described in considerable detail seven types of basic citizenship competencies.[5] These are: (1) competence in acquiring and processing information about political situations, (2) competence in assessing one's involvement and stake in political situations, issues, decisions, and policies, (3) competence in making thoughtful decisions regarding group governance and problems of citizenship, (4) competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions, (5) competence in communicating ideas to other citizens, decision-makers, leaders, and officials, (6) competence in cooperating and working with others in groups and organizations to achieve mutual goals, (7) competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

Having some typology like the above at hand when designing or assessing programs can help insure that competencies individuals require as citizens in a democratic society are being attended to. Such competencies should in some manner be woven throughout instructional programming across grade levels.

3. *Does the program convey information about the realities of political life as well as democratic ideals?*

Citizenship education should not be a birth place of despair, cynicism or alienation toward the political life of our society. At the same time, citizenship education should not communicate to students highly unrealistic and romanticized images of human politics. The challenge, of course, is not to confuse what *is* with what *ought* to be.

Research shows that from a relatively early age on students are aware of many of the political realities of life in our complex society. This awareness comes from exposure to television; overheard adult conversations about such matters as inflation, corruption, political candidates; explicit instruction by adults (e.g. "politicians are crooks") and first-hand encounters with political figures such as police and bureaucrats. From such experiences students readily learn about the existence of class and conflict, the failures as well as the successes of public policies, inequalities in the distribution of power and the like.

School-based citizenship education programs can and should give students an opportunity to develop a cognitive understanding of the realities of our political life in conjunction with an appreciation of basic democratic values.

4. *Does the program incorporate knowledge about practical politics and the political process as well as information about governmental institutions and legal structures?*

What some have termed political literacy requires a basic knowledge of institutions of local, state and national government. It also requires knowledge about the dynamics of social processes that are equally important aspects of our political life. These include some understanding of the ways in which people participate in politics, how opinions and information are communicated, decisions are made, attitudes formed, conflicts managed, leadership is exercised, and the like.

Civic or political literacy has both an independent and dependent relationship to the types of citizenship competencies I noted above. That is, at any age level competence in the citizen's role implies an individual will have sufficient knowledge and understanding of the political environment to act effectively. At the same time, competent participation in civic and public life can enhance factual knowledge directly, deepen understanding and motivate the person to acquire yet additional knowledge.

5. *Does the program make an effort to reflect and accommodate the diversity characteristic of American society?*

The enormous range of social and cultural variation in American life poses vexatious problems for citizenship education. Uneasy consequences of pluralism are apparent in every domain of society. Embedded in this pluralism is one form which has particular relevance for citizenship education at this point in American history. This is the fact that the United States is a multi-racial, multi-ethnic, and multi-cultural society. A society marked by severe conflicts and problems which affect the governance of such diverse institutions as schools, universities, business firms, churches, as well as the political system of the society as a whole. In this context, the aspiration to provide a common preparation for citizenship which is realistic, practical, and effective while simultaneously responding to diversity in educational needs, opportunities, and interests is a complex task. But it is a task that a good programming must meet head on.

So far as the content of citizenship education is concerned, pluralism is a fundamental political fact that must be realistically portrayed and its implication for freedom and democratic procedures thoroughly explored. At a minimum this clearly precludes an approach to citizenship education that does nothing more than simply reflect the political perceptions and preoccupations of any particular group or segment in the society (e.g. the white, middle class).

But racial, ethnic, social and cultural variability is not only a content problem. Such variability affects the very institutional settings in which improved political education must occur. Any effort to improve political education--whether through research, development, service or political activities--must be designed from the start to accommodate suitable adaptions to a wide range of circumstances and settings.

6. *Does the program reflect the increasingly global context of citizenship?*

Although some might wish otherwise, the effects of global interdependence have become inescapable for all citizens. Global interdependence is a condition that must be dealt with, not merely a theory about other people's problems.

Global interrelationships that substantially affect the lives of all U.S. residents have gone far beyond traditional diplomatic negotiations and distant military confrontations. Our proliferating ties to nations, communities, peoples and events in other parts of the world affect the quality of our air and water; the price of sugar, coffee, and gasoline; the size of our armed forces; the amount of taxes we pay; the levels of employment and inflation. Similarly, how U.S. citizens behave affects the lives of others elsewhere.

Despite growing attention to global influences on the human condition, we are only beginning to appreciate the impact of this change on our lives as citizens and on the task of citizenship education. At a minimum, people now confront the tasks and responsibilities of citizenship in a global or international context. Longshoremen, for example, decide whether or not to load U.S. grain on ships bound for Russia.

Unfortunately, in large measure citizenship education and "global, international, world-order, foreign affairs" education in the schools have been mutually isolated from one another. In the past, this state of affairs may have been both natural and tolerable. Today it is neither.

7. *Does the program reflect sound principles of instructional design?*

Such principles are familiar to readers of this journal. Let me simply mention four which I find important to keep in mind when appraising or developing programs. They are: (1) good learning experiences incorporate reflection or debriefing by the learners, (2) good learning experiences are connected to the experiences of the learners so that they perceive them as meaningful, (3) good learning experiences provide for cumulative reinforcement without boring repetition, and (4) good learning experiences encourage active learning wherein learners apply knowledge and skills to the completion of competency-related tasks.

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[5] Richard C. Remy, Handbook of Basic Citizenship Competencies (Washington, D.C.: Association for Supervision and Curriculum Development, 1980).

Author Note

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Attachment 9

Civic Organization Publications

American Girl (Girl Scouts)
830 Third Ave.
New York, N.Y. 10022 editor- Cleo M. Paturis

Around the Neighborhood (Mister Roger's Neighborhood)
Family Communications Inc.
4802 Fifth Ave.
Pittsburgh, Pa 15213
editor- Sara Stein

Boy's Life (Boy Scouts of America)
Boy Scouts of America
U.S. Highway No. 1
North Brunswick, N.J. 08902
editor- Robert Hood

Civitan
Civitan International
115 N. 21st St.
Birmingham Ala. 35203
editor- Proctor P. Taylor Jr.

Elks Magazine
Benevolent and Protective Order of the Elks of U.S.A.
425 Diversey Parkway
Chicago, Il. 60614

The American Legion Magazine
700 North Pennsylvania St.
P.O. Box 1055
Indianapolis, Ind. 46206
317-635-8411
editor- Bertram G. Davis

The Daughters of the American Revolution Magazine
Administration Building
1776 D. St. N.W.
Washington, D. C. 20006
editor-Miss Mary Rose Hall

The Sertoman
Sertoma International
1912 East Meyer Blvd.
Kansas City, Mo. 64132
editor- Ginger M. Graham

KIWANIS Magazine
Kiwanis International Building
101 East ERie St.
Chicago, Ill. 60611
312-943-2300
editor- R.P. Merridew

Knight Templar
14 East Jackson Blvd.
Suite 1700
Chicago, Ill. 60604
312-427-5670
editor- Paul C. Rodenhauser

Girls Club News
Girls Clubs of America
133 E. 62nd St.
New York, N.Y. 10021

J C I World
Jaycees International
Box 340577
Coral Gables, Fla. 33134
editor- Peggy Fisher

Lion
Lions International
York and Cermak Roads
Oak Brook, Il. 60521
editor- Robert Kleinfelder

National 4-H News
National 4-H Service Committee
150 North Wacker Drive
Chicago, Il. 60606
editor- Gordon F. Bieberle

Columbia; America's Largest Catholic family magazine
Elmer Von Felt - editor
Knights of Columbus
Columbus , Plaza
New Haven, Conn. 06507

Future
The United States Jaycees
Boulder Park
P.O. Box 7
Tulsa, Okla. 74102

Rotarian
editor- Willmon L. White
Rotary International
1600 Ridge Ave.
Evanston, Ill. 60201

Scouting (for scout leaders)
editor- Walter Babson
Boy Scouts of America
New Brunswick, N.J. 08903

V.F. W. Magazine
editor- John L. Smith
Veterns of Foreign Wars of the United States
406 W. 34th St.
Kansas City, Mo. 64111

Groups that have relevant publications:

Camp Fire Girls
4601 Madison Ave.
Kansas City, Mo. 64112
Pub. Leadership Magazine exec. dir. - Hester Turner

Girls Clubs of America
205 Lexington Ave.
New York, N.Y. 10016 exec. dir. Edith Phelps

Cosmopolitan International
P.O. Box 4588
Overland, Park Kans. 66204
Pub. Rap Sheet, Cosmo Topics exec. dir. Frederick Gonzalez

Relevant Commercial Publications

Parent's Magazine
80 New Bridge Rd.
Bergenfield, N.J. 07621
editor- Elizabeth Crow

Family Circle
editor- Arthur Hettich
488 Madison Ave.
New York, N.Y. 10022

Good Housekeeping
editor- John Mack Carter
Hearst Corp.
959 Eighth Ave.
New York, N.Y. 10019

Ladies Circle
editor- Shirley Howard
Lopez Publications
21 W. 26th St.
New York, N.Y. 10010

Ladies Home Journal
editor- Lenore Hershey
Downe Publications
641 Lexington Ave.
New York, N.Y. 10017

McCall's
editor- Robert Stein
230 Park Ave.
New York, N.Y. 10017

Redbook
editor- Sey Chassler
Charter Pub. Co.
230 Park Ave.
New York, N.Y. 10017

Woman's Day
editor- Geraldine Rhoads
CBS Publications
Fawcett Bldg.
Greenwich, Conn. 06830

The Reader's Digest
Reader's Digest Assn.
Pleasantville, N.Y. 10570

Attachment 10

MERSHON CENTER
Quarterly Report
The Ohio State University • Volume 5 Number 1: Autumn 1979

BASIC CITIZENSHIP COMPETENCIES

Guidelines for Educators, Policymakers, and Citizens

by RICHARD C. REMY with MARY JANE TURNER*

INTRODUCTION

In his will that bequeathed to The Ohio State University the funds that partially support the Mershon Center, together with other University undertakings, the late Ralph D. Mershon expressed the hope that part of the resources would "be expended in disseminating the principles which make for good citizenship."

In recent years the Center has made Citizen Competence in a Free Society one of its five major programs. That program, under the imaginative direction of Dr. Richard Remy with the assistance of Ms. Judy Kies, has pursued a number of individual projects designed to promote citizen competence. The specific effort described in this issue of the *Quarterly Report* goes directly to the heart of the matter. What do we mean by citizenship? What is competence? How do we devise educational programs intended to develop specific kinds of citizen competencies in young people?

The concern for the principles of citizenship that Ralph Mershon expressed and that finds expression in the Citizen Competence Program must always be a matter of importance for a democratic society. Seldom has the issue appeared to be in greater need of study and action than at present.

Social science research, opinion polls, and the National Assessment of Educational Progress reveal disturbing patterns in the political knowledge, attitudes, and skills of youth and adults. The Gallup organization, for example, has found that the percentage of individuals expressing confidence in the American government has steadily decreased in recent years as has the percentage displaying a belief in their ability to do something to influence the course of government actions. At the same time, the National Assessment has charted a steady decline since the early 1970's in knowledge of the U.S. governmental system among 17-year-olds. In 1976, for instance, the Assessment revealed that no more than 50 per cent of the young surveyed knew that each state has two senators, that the number of representatives is based on population, and that the president cannot appoint members of Congress. Finally, surveys show only small percentages of the adult and youth population committed to basic principles of democracy.

Given such disconcerting trends, it is appropriate to stand back and ask what really is necessary for citizenship and whether teaching more facts about national government is the only place to begin improving education for competent citizenship. Are there other experiences more immediate in the life of elementary and secondary school children that shape attitudes toward citizenship and the motivation to acquire knowledge about effective participation? The reader will find these among the questions addressed in the report [illegible] follows. ■

CHARLES HERMANN, Acting Director
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A STAFF MEMBER OF A U.S. SENATE COMMITTEE recently complained, "We'd like to draft legislation to promote citizenship education but we can't figure out what it is. Everyone we ask gives us a different definition."

As the Senate staffer discovered, "citizenship" and "citizenship education" have come to be symbols under which a loose collectivity of people carry on a very wide, and sometimes contradictory, range of educational activities in school and non-school settings. Elementary and secondary schools have long had a special responsibility in this area. Originally, in the public school concept, citizenship education was a major focus of all education. To some extent this is still the case. However, since the 1920's citizenship education also has been treated as one special area of study generally concentrated within the social studies area of the curriculum. Research also indicates that the social organization of schools and the classroom make up an "informal" or "hidden" citizenship curriculum that affects political learning in important but not yet fully understood ways.[1]

Today the content of citizenship education in schools may include not only the familiar civics, history, and geography, but also law-related education, global education, social problems, values clarification, moral/citizenship education, and community participation programs. In addition, consumer education, career education, and energy education are often linked to citizenship education. Goals and objectives across this variety of approaches range from inculcating patriotic loyalty to teaching students to be critical participants in processes of political change. Pedagogical techniques range from the very traditional "read and recite" to new inquiry or participation-oriented teaching strategies.

In addition, unlike many other areas of the school curriculum, citizenship is taught and learned in the community as well as in the school.[2] Business, labor, voluntary organizations, religious organizations, and the family may contribute formally and informally to citizenship education. For example, many community organizations like the American Legion and the 4-H support or conduct their own citizenship education programs. At present, however, little is known about the relationship between citizenship education in school and non-school settings and the extent to which efforts in different sectors reinforce or contradict each other.

Parents, teachers, school administrators, and community leaders have long played an important role in making decisions about citizenship education. As social complexity has increased and as citizenship education has become more diversified, it has become more difficult for such groups to identify basics, clarify goals, make assessments, and develop action plans related to citizenship education. This Report describes some key ideas from the first phase of a project aimed at assisting educators and others to deal with such recurrent tasks.

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Professors Turner and Remy are Co-Directors of the Basic Citizenship Competencies Project described in this issue of the *Mershon Center Quarterly Report*.

The Basic Citizenship Competencies Project

The Basic Citizenship Competencies Project is a joint undertaking of the Mershon Center's Citizenship Development Program and the Social Science Education Consortium, Boulder, Colorado with support from the National Institute of Education (Contract #400-78-0050).[a] The project has been assisted by a national advisory panel consisting of twenty-five political scientists, educators, and citizens, and by the American Political Science Association's Committee on Pre-Collegiate Education.

The competencies project has sought to bring research knowledge and exemplary practices to bear on three problems faced by individuals and groups making, implementing, or assessing citizenship-related educational policies and programs. These are: (1) the problem of identifying basic competencies students need to develop as citizens in a pluralistic society, (2) the problem of identifying school management practices and instructional materials likely to promote such competencies, and (3) the problem of using research-based knowledge to make thoughtful policy decisions related to citizenship education.

The project's goal is not to create a new curriculum outline or to prescribe one course of study or instructional approach to citizenship education. Instead, it is to use existing knowledge to create problem-solving tools that will help practitioners to identify basics, clarify goals, make assessments, and develop action plans related to citizen education. Thus, our concern has not been with prescription but with knowledge utilization and policy clarification in an educational domain marked by complexity and sometimes by confusion regarding content, goals, and pedagogy.

During 1978-79 we examined research, theory, and practice related to political behavior and learning in order to establish important conceptual definitions, develop a typology of basic citizenship competencies, and prepare written materials for practitioners. These materials are described at the conclusion of this report. During 1979-80 the project will undertake a variety of dissemination activities. These include preparation of articles for professional journals, presentations at professional association meetings, an executive seminar in Washington, D.C. for key leaders of federally sponsored dissemination networks, workshops for individuals and groups currently working on citizenship-related educational programs, and publication of project handbooks and checklists.

Conceptual Definitions

A first step of the project was to establish conceptual definitions for citizenship, citizenship education, and citizenship competence.

Citizenship. Despite its rich history, both educators and policymakers have found the citizenship concept ambiguous. This in turn has frequently led to difficulty in identifying the focus for citizenship education programs and policies.

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One alternative, attractive to some, has been to view citizenship narrowly in terms of the individual's relation to formal institutions and processes of government at the local, state, and national level. Individuals are assumed to act as citizens when they deal in some way with governments. This conception has the advantage of precision and a kind of attractive simplicity. However, it has disadvantages for educators who prepare young people for present and future membership in society.

A narrow conception that overlooks the political interactions occurring daily in the home, the school, and the club is largely divorced from the experiential world of all but the oldest students. Hence, it implies citizenship education programming that is not personally meaningful and that treats students who are future entrants to adult government institutions as passive learners. Moreover, a narrow or state-centered conception slights the fact that today important values are often authoritatively promoted by large, nongovernmental organizations in the civic rather than in the public order. Finally, the narrow view does not readily square with the conception held by many teachers and parents that citizenship is somehow related to student behavior in many different domains.

An alternative view of citizenship identifies it with the totality of our sociability. The status of citizen is seen as a complex intertwining of the personal, social, anthropological, and ecological dimensions of human identity. In the popular version of this view, citizenship refers to virtually all pro-social behavior. Such a broad definition, however, is of little use in developing instructional programs and in making curriculum decisions since all empirical reference is lost. In other words, instances of citizenship as an unambiguous concept become very difficult to identify.

In response to this situation, we developed a working definition of citizenship useful for educators and policymakers: citizenship involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. These groups may include families, churches, labor unions, schools, and private associations as well as cities, states, the nation, and the global system. As members of these groups, young people and adults are involved — directly or indirectly, knowingly or unknowingly — in citizenship problems and tasks associated with participation in group life. Such participation may include the formation of effective groups and their improvement in terms of democratic principles as well as participation in existing groups. This conception of citizenship implies that citizenship education is not simply a task of preparing the young for a future adult role. Nor is it simply a task of teaching facts and loyalties relevant to governmental institutions.

Six characteristics of citizenship implied by our definition are elaborated in the project's *Handbook of Basic Citizenship Competencies*. They are:

1. Citizenship is exercised in relation to *governing* or managing a group. Thus while citizenship is an inherent part of human sociability, not all social behavior is citizenship behavior.
2. Citizenship is exercised in relation to many types of groups including but not limited to cities, states, and the nation.
3. Citizenship is exercised by young and old alike and involves a wide range of decisions, judgments, and actions which include more than adult activities like voting, paying taxes, and obeying laws.
4. Citizenship involves participation in group life, but the relationship of participation to citizenship is complex. For example, there is not necessarily a direct relationship between "good citizenship" and political participation.
5. Citizenship behavior in a large group like a nation is linked to issues of group governance through *aggregative processes*. For example, the supply of energy for the nation is not a direct result of decisions made by any one citizen. Rather,

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[a] The Social Science Education Consortium (SSEC) has more than one-hundred individual members, representing curriculum developers, social scientists, teacher educators, and educational practitioners. SSEC focuses on collecting, analyzing, and disseminating research, materials, and methods useful for the improvement of social studies/social science education in grades K-12.

availability and price of energy are partly a cumulative consequence of aggregating the energy-related decisions and actions of millions of citizens.[3]

6. Citizenship is increasingly exercised in an international or global context.

Citizenship Education. Citizenship education involves learning and instruction directed to the development of citizen competence. Learning may be seen as "a relatively permanent change in competence that results from experience and which is not attributable to physical maturation."[4] Instruction involves structuring a learner's environment to cause changes in capability. It is "the creation of conditions that facilitate learning."[5] Citizenship education can occur both in school and non-school settings.

This process is often called political education. A political scientist recently described the process as involving "the training of people in the knowledge, skills and attitudes which are prerequisite for active and effective participation in civic life." The goal, she added, "should be mature citizens who can both advocate and carry out appropriate political actions to further their perceived self-interest, while valuing longer-range perspective[s] . . . within some framework of the 'common good.' "[6] In this sense, citizenship education is a continuing challenge for each succeeding generation.

Citizenship Competence. Competent citizens are a necessary but insufficient condition for a democratic society. The development of competent citizens is an overarching goal of citizenship education. Yet, we found that contemporary political research has given little attention to defining and measuring citizenship competence.

Competence, of course, is a familiar idea. In daily life we often make judgments about people's competence. We may say "he is a competent cook" or "she is a competent lawyer." But what is citizenship competence?

Competence implies a capacity or ability equal to some requirement. It means an ability to do something well. In the same sense that individuals can be more or less competent in executing tasks associated with a particular occupational role such as that of lawyer, cook, plumber, secretary, or bricklayer, individuals can be more or less competent in coping with tasks of citizenship. We have defined citizenship competence as the quality of a person's participation individually or with others in processes related to group governance such as making decisions, protecting one's interests, or communicating effectively with group leaders. This includes the capacity to act individually in one's own behalf and the capacity to act in concert with others. Thus, citizenship competencies are the particular capacities individuals require if they are to behave in such a way, or use their efforts in such a manner, as to produce consequences they intend in their roles as citizens. In a democratic society, competence implies that citizens will produce consequences which do not violate human rights and which are congruent with principles of liberty and justice.

Citizenship competence has both an individual and a societal dimension. The individual dimension refers to the skills, abilities, motivations, and knowledge developed by the individual as he or she matures. Thus, competent citizens have the capacity to exercise leadership or communicate effectively when a given situation requires them to do so. Experience indicates that some people are more competent as citizens than others.

The societal context of citizen competence refers to the extent to which institutional arrangements in a group permit or facilitate the exercise of individual capacities. An individual's competence in any given situation can be frustrated by social forces or conditions beyond his or her immediate control. Citizens, for example, have little opportunity to exercise their abilities as information processors in situations where institutions withhold information on public issues or provide only misleading information. Experience shows that some forms of governance and social conditions provide greater opportunity for the exercise of individual competencies than do others.

In addition, we found self-esteem to have an important relationship to the individual dimension of citizenship competence. Increased self-esteem may result as a person develops citizenship competencies. Good performance in tasks of citizenship may lead to an increasingly positive self-evaluation. At the same time, a high level of self-esteem can increase the likelihood that an individual will develop greater proficiency with citizenship competencies. Research, for instance, clearly indicates that persons with high self-esteem are more likely to participate in social events than persons with low self-esteem.[7]

A Typology Of Basic Citizenship Competencies

Once definitions such as those just discussed were established, our goal was to develop a typology of citizenship competencies which were basic and useful to a wide variety of individuals interested in citizenship education. By useful we meant a typology of competencies that could help educators identify fundamentals in citizenship education, make comparisons between different approaches to citizenship education, and identify instructional practices and materials likely to promote citizen competence.

By *basic* we meant a typology of citizenship competencies that would have six characteristics:

1. They would be limited in number.
2. They would be close to universally relevant in the sense of being linked to citizenship tasks all individuals — regardless of sex, race, ethnicity, social class, or other differences — face in some form in the course of daily living.
3. They would be generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship.
4. They could be taught continually across grade levels at increasing levels of sophistication and variety.
5. They would be of significant value to individuals as they sought to discharge their responsibilities, preserve their rights, and pursue their interests as citizens.
6. They would be of value to the society or group as it sought to maintain or improve itself.

The project identified seven competencies which met these criteria. In a democratic society the exercise of these competencies should be constrained and tempered by a commitment to human rights and to democratic participation in the shaping and sharing of values. The competencies are:

1. ACQUIRING AND USING INFORMATION:
   Competence in acquiring and processing information about political situations.
2. ASSESSING INVOLVEMENT:
   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.
3. MAKING DECISIONS:
   Competence in making thoughtful decisions regarding group governance and problems of citizenship.
4. MAKING JUDGMENTS:
   Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.
5. COMMUNICATING:
   Competence in communicating ideas to other citizens, decision-makers, leaders, and officials.
6. COOPERATING:
   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.
7. PROMOTING INTERESTS:
   Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values.

To operationalize each competency, behaviors associated with the competency were also identified. These behaviors were called *capacities.* Specifying capacities provides a way to think about two questions regarding each competency. These are:

1. What experiences will give individuals the chance to acquire and to practice the competency?
2. What behavior will demonstrate the attainment of some level of proficiency with each competency?

The capacities identified are not exhaustive. Under certain circumstances, capacities other than those listed may be involved in the exercise of a competency. In addition, the proficiency an individual may attain with any given competency and its related capacities will be constrained by the level of the individual's cognitive, emotional, and perceptual development as well as by external factors in his or her social environment. The capacities in turn involve mixes of knowledge, skills, and attitudes which are generally identifiable but likely to be uniquely configured in each individual.

The project's *Handbook of Basic Citizenship Competencies* describes the competencies and related capacities in detail. It also provides examples of instructional activities that could help learners at a variety of age-grade levels to develop and practice each competency. Principal dimensions of the competencies are summarized below.

1. ACQUIRING AND USING INFORMATION:

Competence in acquiring and processing information about political situations in one's environment.

Which involves and is demonstrated by the CAPACITY to:

1.1 Use newspapers and magazines to obtain current information and opinions about issues and problems.
1.2 Use books, maps, charts, graphs, and other sources.
1.3 Recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems.
1.4 Identify and acquire information from public and private sources such as government agencies and community groups.
1.5 Obtain information from fellow citizens by asking appropriate questions.
1.6 Evaluate the validity and quality of information.
1.7 Organize and use information collected.

From an early age all citizens need to acquire and use information about their political environment. This has been a task and a responsibility of citizenship from time immemorial. Children, for example, require such competence as they strive to understand why there are often fights on the playground or whether the sixth grade bullies will be hanging around Elm Street on the way to school. Adolescents may need such competence as they look for groups which may share their interests in ecology or as they seek to apply for a work permit. Adults need such competencies when they vote in a referendum on whether to lower property taxes.

Acquiring information means extracting information and data from the environment. Processing information means critically evaluating and organizing and sensibly using information. We may, of course, acquire information simply for the joy of the process or because some topic or problem interests us. In our citizen role, however, competent behavior often requires that "information acquired should be used in some purposive manner leading to greater understanding of a situation, an entity, a problem, or ideas about productive solutions."*

2. ASSESSING INVOLVEMENT:

Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

Which involves and is demonstrated by the CAPACITY to:

2.1 Identify a wide range of implications for an event or condition.
2.2 Identify ways individual actions and beliefs can produce consequences.
2.3 Identify your rights and obligations in a given situation.

Competence in assessing one's involvement in political situations is important in itself. Some people, while walking through a forest, see nothing. Others perceive the variety of plants, detect growth and decay, observe signs of birds, mammals, and insects, and the evolutionary history in the rocks around them. Citizens who can perceive the richness of the political forest around them are more able to protect and promote their interests than citizens who cannot. For example, such competence can help an individual decide, in cost benefit terms, if participation is worth the effort. In addition, this competence is often a necessary condition for proficiency with other competencies such as making judgments, acquiring information, and making decisions.

Assessing one's involvement and stake in political situations means (1) identifying consequences for self and others that may stem from political events and conditions and (2) identifying the implications for others of one's own actions, values, beliefs, and feelings.

3. MAKING DECISIONS:

Competence in making thoughtful decisions regarding group governance and problems of citizenship.

Which involves and is demonstrated by the CAPACITY to:

3.1 Generate realistic alternatives.
3.2 Identify the consequences of alternatives for self and others.
3.3 Determine goals or values involved in a decision.
3.4 Assess the consequences of alternatives based on stated values or goals.

Decision-making is an inescapable part of citizenship for young and old alike. Children require decision-making competence when they must choose a leader for a playground game or decide whether or not to break a school rule. Adolescents need decision-making competence when a problem requires them to choose between loyalty to their peers or to their family. Adults need such competence when they choose local, state, and national political leaders.

A decision is a choice among two or more alternatives. Thoughtful decision-making involves a conscious search for alternatives and an assessment of the consequences of alternatives in light of the decision-maker's values or preferred goals. Thoughtful decision-makers take account of the impact of their choices on themselves and on others both inside and outside the group. Consideration of facts and values are involved in thoughtful decision-making.

4. MAKING JUDGMENTS:

Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions.

Which involves and is demonstrated by the CAPACITY to:

4.1 Identify and, if necessary, develop appropriate criteria for making a judgment.
4.2 Apply the criteria to known facts.
4.3 Periodically reassess criteria.
4.4 Recognize that others may apply different criteria to a problem.

Making judgments is one of the most pervasive tasks of citizenship. Competence in making judgments is required when citizens evaluate whether it was a mistake for the president to veto a new law or when students determine whether it is unfair for the city to prohibit bike-riding on city sidewalks. Such competence is also required when citizens must determine what judgment criteria or standards to use in a situation. For example, does one evaluate a court's decision to permit a neo-Nazi march in terms of individual liberties, of public safety, or of yet other criteria?

Judgments involve evaluative activity. Judgments are claims about the goodness or badness, the desirability or undesirability, the appropriateness or inappropriateness of given phenomena. To judge a person, institution, policy, or decision is to weigh its worth in terms of some set of criteria. Criteria are standards or rules for making judgments; they are assertions about the qualities, characteristics, or properties in terms of which a phenomenon will be judged. Criteria help individuals evaluate and determine the worth of something.

5. COMMUNICATING:

Competence in communicating ideas to other citizens, decision-makers, leaders, and officials.

Which involves and is demonstrated by the CAPACITY to:

5.1 Develop reasons supporting your point of view.
5.2 Present these viewpoints to friends, neighbors, and acquaintances.
5.3 Present these viewpoints in writing to public officials, political leaders, and to newspapers and magazines.
5.4 Present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc.

Competence in communicating one's ideas to others is an essential part of citizenship in a democracy. Children and adolescents, for example, require such competence when they seek to influence the decisions of their peers or when they participate in school or club activities. Adults may need such competence when they try to influence the decision of a public official or when they need to provide information to obtain benefits from or deal with a bureaucracy. Competence in communicating ideas is relevant to citizens of all ages when they simply wish to make known their opinions regarding an issue or problem.

By communicating we mean passing along or transmitting ideas and information to others in either written or oral form. In one sense, formulating an argument and presenting it effectively has always been an important task of citizenship. In another sense, communicating information and ideas to officials and political leaders has become increasingly challenging as the scale of society and the complexity of issues have increased. Today one may need or wish to communicate with officials in a bewildering array of agencies far removed from one's immediate community. Communicating with such officials often involves coping with esoteric jargon and a cobweb of regulations and procedures.

6. COOPERATING:

Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

Which involves and is demonstrated by the CAPACITY to:

6.1 Clearly present your ideas about group tasks and problems.
6.2 Take various roles in a group.
6.3 Tolerate ambiguity.
6.4 Manage or cope with disagreement within the group.
6.5 Interact with others using democratic principles.
6.6 Work with others of different race, sex, culture, ethnicity, age, and ideology.

Much of the citizenship and politics of daily life occurs in relation to the governance of such groups as the family, the school, the work place, and voluntary organizations. In addition, participation in the governance of larger groups often occurs through the medium of small groups like councils, task forces, committees, and the like. Competence in cooperating and working with others is required when a student is assigned to a group that is planning the class picnic. Competence is also exercised when high school students organize a demonstration in support of a popular teacher who has been dismissed. Similarly, such competence is displayed when a group of adults form a committee to distribute petitions required to get a candidate's name on a ballot in a local election.

This competence involves a range of human relations and self-management capacities requisite to relating to others effectively. These capacities have a distinctly affective dimension. They entail attitudes and emotional orientations associated with ways in which people interact. Competency in this regard implies both commitment to democratic ideals and the *application* of such ideals in dealing with others in daily life. This means relating to and making decisions about others in group settings in non-egocentric, non-ethnocentric, and non-stereotypic ways. Neither teachers nor parents should be very satisfied with students who can recite the Golden Rule and Bill of Rights accurately but who consistently infringe the rights of those around them.

7. PROMOTING INTERESTS:

Competence in working effectively with bureaucratically organized institutions to promote and protect one's interests and values.

Which involves and is demonstrated by a CAPACITY to:

7.1 Recognize your interests and goals in a given situation.
7.2 Identify an appropriate strategy for a given situation.
7.3 Work through organized groups to support your interest.
7.4 Use legal remedies to protect your rights and interests.
7.5 Identify and use the established grievance procedures within a bureaucracy or organization.

A sixth-grader signs up for the junior soccer program and talks with her friends about who the best coaches are and how to get picked for their teams. A teen-ager registers with the Bureau of Motor Vehicles to obtain a drivers license and in the same week visits his father's union office to learn how to qualify for college scholarship benefits available from the union. A group of irate homeowners files a complaint with the state insurance commission against a disreputable property insurance company.

Competence in dealing effectively with bureaucratically organized institutions is increasingly a part of citizenship. Citizens acting individually and with others interact with bureaucratically organized institutions in two ways. First, citizens are consumers or recipients of public services and products of such organizations — particularly of government institutions. Second, citizens increasingly look to various government agencies to promote their interests, values, and causes. Thus, for example, Blacks and Indians may look to the Department of Justice to promote their civil rights. Citizens concerned with the quality of the environment attempt to promote their interests through federal, state, and local environmental agencies. Similarly, citizen groups often must work with consumer agencies as well as with large corporations to promote and protect their economic interests.

The seven competencies just described were selected to be a set of flexible tools or guidelines to help practitioners identify basics and make informed judgments about citizenship education policies. The typology was not intended to be a curriculum outline in and of itself. In addition to these seven types of competencies, additional goals in citizenship/social studies/social science education can and should be pursued.

Diagnostic Tools For Educators And Others

Experience and feedback from practitioners indicated that the project would not meet practitioners' needs merely by establishing conceptual definitions and identifying citizenship competencies of the type just described. Such basic information had to be accompanied by diagnostic tools which busy professionals and lay people could readily use to make informed judgments about citizenship education programs, materials, and goals.

Thus, a considerable amount of time in 1978-79 was spent creating and testing checklists designed to help practitioners apply the typology of competencies to their own situations and needs. Various members of the project advisory panel as well as school principals from the Columbus area critically reviewed drafts of written materials and checklists. Teachers in several urban districts around the country pilot-tested prototype checklists. Separate checklists were eventually developed for teachers and curriculum supervisors, school principals, leaders of community organizations, and parents. In each case the checklists had to suit the needs and interests of the target group.

For example, the checklist for teachers and curriculum supervisors was designed to help them (1) compare citizenship education/social studies instructional materials, (2) assess existing curriculum goals and objectives, (3) appraise classroom instruction, and (4) set new goals when appropriate. As this checklist developed, however, it became clear that a standard was needed to help users appraise not only whether a given set of materials or instruction "covered" a basic competency but also to evaluate the quality of the learning experience provided by the instruction in question. Thus, four criteria for the design, implementation, and evaluation of competency-related learning experiences were developed from theory and research on sound principles of instructional design. In summary, these criteria were:

1. good learning experiences incorporate reflection or debriefing by the learners,
2. good learning experiences are connected to the experiences of the learners so that they perceive them as meaningful,
3. good learning experiences provide for cumulative reinforcement without boring repetition, and
4. good learning experiences encourage active learning wherein learners apply knowledge and skills to the completion of competency-related tasks.

The illustration opposite showing a portion of the checklist for teachers illustrates how the competencies, capacities, and criteria for learning experiences were eventually brought together in a format usable by teachers.

Often in the process of developing checklists we had to modify or discard preconceived ideas about what a particular user group needed or wanted. Again, in the case of the teachers' checklist, we wanted from the beginning to incorporate numerical scoring in the checklist. From our perspective numerical scores could be used to facilitate comparison of the relative strengths and weaknesses of materials or programs, to provide a convenient summary of professional judgments, and to provide baseline data against which to assess programs and measure the attainment of new goals.

Our ideas notwithstanding, most practitioners disliked the notion of numerical scoring and indicated they would not use a checklist which required it. Some found the scoring process too time-consuming and complicated. Others feared that scores would be misused by supervisors and other administrators under pressure to be "accountable." Still others simply did not see scoring as relevant to their needs. Eventually, a very simplified scoring process was retained as an option for those interested in experimenting with such procedures.

Development of each checklist included similar types of give-and-take between project staff and target users. Several checklists were developed for school principals including a school climate inventory and a device for appraising the extent to which the school draws upon the community as a resource for citizenship education programming. Two checklists were developed to assist leaders in voluntary and service organizations to develop youth programs related to the seven competencies and to assess the extent to which the community climate facilitates the exercise of citizenship competencies. Finally, one set of guiding questions was created to help parents improve the home as an environment for citizenship education and another set was developed to help parents assess the quality of citizenship education in the schools.

Testing For Citizenship Competencies

Hanging over the project during the first year was the question of the extent to which basic citizenship competencies of the type being identified could be reliably and validly measured by minimum competency testing programs or by state and national assessments. Educational policymakers have evidenced a growing concern for minimum competency testing. Currently, thirty-six states have set up testing programs to measure student skills in reading, writing, and mathematics. Nine of these states have included citizenship as one of the areas in which competency should be demonstrated.

The project has concluded that it may be very difficult to meaningfully test large numbers of students for important citizenship competencies and to interpret test results once they are obtained. There are special considerations involved in measuring citizenship competencies which do not apply equally to such areas as science, mathematics, reading, and writing.

Difficulty in mass-scale testing of citizenship competencies arises because, unlike the sciences, reading, and writing, some of the most important citizenship competencies involve human relations and social skills which are difficult to measure using paper-and-pencil tests. Yet, present testing technology all but requires the use of paper-and-pencil tests in minimum competency testing programs. As a result, some of the most important citizenship competencies such as making decisions, making judgments, and working with others, are difficult to reliably and validly measure in these programs. Where such testing is attempted, important competencies or objectives are often reduced to trival or limited aspects of the citizen role. Schools, teachers, and programs are thus assessed in terms of those aspects of citizenship competence which can easily be measured. The importance of what is being measured becomes inversely related to its measurability.

Difficulties in interpreting citizenship test scores stem from the nature of the political learning process through which citizenship competencies are developed. Political learning is a society-wide process affected by many "agents" or societal forces in addition to the schools. Individuals can and do acquire citizenship-related knowledge, skills, attitudes, and values on the street, in the home, from television and from peers as well as from teachers and classes in school.

In contrast, while non-school forces can affect a student's ability to learn other subjects, we do not expect the mass-media or peer group to teach the student physics, chemistry, writing, or mathematics. In today's society this educational task has become mainly that of the school. The implication is that when students are given citizenship competency tests it may be difficult to attribute variance in test scores between school and non-school factors. Therefore, it can be difficult to determine the contribution of the schools to students' scores as compared to the contribution of home, peers, television, and the like. The National Assessment of Educational Progress recently faced this problem. Results from a

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These are California, Georgia, Missouri, North Carolina, Oregon, Utah, Vermont, Virginia, and Wyoming.[4]

The National Assessment of Educational Progress (NAEP) regularly surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in such learning areas as citizenship/social studies, art, career and occupational education, literature, mathematics, music, reading, science, and writing. NAEP is a project of the Education Commission of the States and is funded by the National Center for Education Statistics.

Sample Page from Checklist For Teachers and Curriculum Supervisors

	MATERIALS						GOALS	INSTRUCTION						
			CRITERIA							CRITERIA				
COMPETENCIES	Curriculum Materials: Do They Include These?		Materials Provide for Reflection & Debriefing	Materials Are Personally Meaningful	Materials Provide for Reinforcement	Materials Provide Application	Your Goals: Are These Included?	Your Instruction: Do You Teach These?		Instruction Provides for Reflection & Debriefing	Instruction Is Personally Meaningful	Instruction Provides for Reinforcement	Instruction Provides for Application	REASONS FOR MAKING THIS JUDGMENT
	Yes	No						Yes	No					
3. *Competence in making thoughtful decisions regarding group governance and problems of citizenship.*														
3.1 Students have the opportunity to develop realistic alternatives.														3.1
3.2 Students have the opportunity to identify the consequences of alternatives for self and others.														3.2
3.3 Students have the opportunity to determine goals or values involved in a decision.														3.3
3.4 Students have the opportunity to assess the consequences of alternatives based on stated values or goals.														3.4

recent citizenship social studies assessment of junior and senior high students showed students' knowledge of basic legal rights had increased since the last assessment.[10] However, it was difficult to ascertain to what extent this outcome was attributable to increased exposure to police-oriented television shows or to increased efforts at legal education in the schools.

Competence testing is often advocated as a means of forcing greater accountability upon the schools. However, given prevailing competency-testing and assessment techniques, the project has concluded that there is currently little reason to believe that such testing can help educators, policymakers, or parents make more informed judgments about the contribution of the schools to basic citizenship competencies.

The project concluded, however, that difficulties with competency testing should not be interpreted to mean that teachers, principals, program directors, and others can be excused from evaluating their success in helping learners develop basic citizenship competencies. Quite the contrary. Good educational practice must include procedures for determining whether instruction has or has not been successful in helping learners achieve desired changes in competence. A variety of appraisal strategies may be necessary to assess student achievement of knowledge, skills, and attitudes pertinent to basic citizenship competencies. These strategies would certainly include paper-and-pencil type tests. In addition, appraisal would probably require somewhat less familiar techniques including teacher observation of student performance in real or simulated settings and student self-reports and diaries. The ultimate goal of all such appraisal of student learning should be to assist teachers or curriculum developers to improve their instructional techniques and materials.

An Invitation To Work With The Project

During 1979-80, ideas and written materials representing the work of the Basic Citizenship Competencies Project will be available to individuals and groups in two ways.

Handbooks and Checklists. Six written products were developed during the first phase of the project described in this report. These products are:

Handbook of Basic Citizenship Competencies
Non-technical but detailed definition of citizenship and citizenship competencies. Presents sample learning experiences to promote competencies and criteria for evaluating learning experiences.

Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction, and Set Goals
For teachers and curriculum supervisors. Presents checklists with optional numerical scoring.

Principals and Citizenship Education: A Guide for Effective Leadership
Considers management practices and leadership strategies that principals can use to promote improved citizenship education in the schools.

The Community and Citizenship Education: A Guide for Planning and Leadership
For youth program leaders in voluntary and service organizations. Presents checklists for planning and assessing citizenship-related programs.

Developing Your Child's Citizenship Competence: A Parent's Guide
Helps parents take stock of the opportunities their children have to develop citizenship competence.

Executive Summary
To inform superintendents, and legislative leaders and their staffs about the project.

Project staff are currently exploring publication opportunities for these materials. Organizations with an interest in making one or more of these products widely available to their membership should contact the project for more information (see below).

Workshops. Project staff will plan and conduct workshops for educators and community and professional groups on basic citizenship competencies. Workshops can be tailored to meet specific needs faced by groups as they seek to develop, assess, or revise citizenship-related educational policies and programs.

For information about either publication of materials or workshops contact: Ms. Judy Kies, Administrative Coordinator, Basic Citizenship Competencies Project, Mershon Center, 199 West 10th Avenue, Columbus, Ohio 43201 (614) 422-1681.

Conclusion

Citizenship education as an intellectual challenge has a long and distinguished lineage. Plato, Aristotle, Hobbes, Locke, Rousseau, Mill, De Tocqueville, and Dewey among others found the task of developing citizen competence a problem calling for the highest quality in human thought.

Yet, during the 1960's and into the 70's citizenship education fell into disfavor among many intellectuals, social scientists, and educators. The task of citizenship education was not seen as an intellectual challenge worthy of rigorous conceptual analysis, empirical research, or instructional development. For example, the *International Encyclopedia of the Social Sciences*, a 17-volume compendium of the current state of social science knowledge across ten major disciplines completed during this period, contains not one article on citizenship. The term itself is cited only four times in the entire compendium. In the last decade-and-a-half, then, some of our best social thinkers seemed to abdicate the field of citizenship education.

Such neglect should not continue. As one prominent political scientist recently put it, "Although citizenship is, in our view, among the most vital concepts in the public life of free nations, it is a notion obviously in need of revitalization."[11] One step in such a process is to infuse current practices with empirically-based knowledge about political life. The project described in this *Report* represents one small-scale effort in that direction. Additional, more comprehensive efforts at knowledge utilization are needed together with new conceptual and empirical research focused on key dimensions of citizenship and citizenship education.

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Volume 3, Number 4 March 1980

Did the "New Social Studies" Projects Have an Impact?

By John J. Patrick
Professor of Education, Indiana University

Editor's note: In October 1978 the Social Science Education Consortium, with the support of the National Science Foundation, began work on Project SPAN (Social Studies/Social Science Education: Priorities, Practices, and Needs). The work of the project will culminate in a series of reports which will be available in the fall of 1980. The following excerpt from one of the reports, written by one of the 12 project consultants, illustrates the findings of Project SPAN. For more about the project itself, see page 2.

Many social studies textbooks and other curriculum materials were developed by federally funded projects during the 1960s and 1970s. These materials were designed as alternatives to traditional textbooks. They were meant to be innovative and to lead to significant changes in materials and methods used in social studies classrooms.

What has been the impact of these "project materials?" To what extent do the changes in today's texts stem from "project" directives and influence?

Various studies have documented the limited use of most project materials (Weiss 1978, pp. 77-87; Wiley 1977 p. 323). Most teachers have reported that project materials based on the inquiry method of teaching have been difficult to use with the majority of students.

Some commentators have noticed the limited sales figures of published project materials and have reported that the federally funded projects have had little impact on textbook content and commercial publishers. Ponder (1979, p. 515), for example, concluded that "little has changed since the 1950s."

The direct impact of the projects, as indicated by wide-scale distribution and high sales figures, has been slight. Among the project materials, only AMERICAN POLITICAL BEHAVIOR (APB)--a 12th-grade government text developed at Indiana University with funds from USOE--has been a persistent top-seller (Turner and Haley 1977). From 1972 to 1977, the average sales volume of this textbook was more than 60,000 copies per year, which made it a leading seller in its field.

The High School Geography Project (HSGP) materials, published by Macmillan, have also fared relatively well in the marketplace. As many as 25 percent of all high school geography teachers appear to have used these materials in the early 1970s (Helburn and Helburn 1979, p. 18). Both the HSGP and APB materials have recently been issued in revised editions by their publishers, which is a sign of commercial success. However, these two products are exceptions to the trend of low sales and limited use of published project materials.

In contrast to their limited direct impact, however, some project materials have had significant and extensive indirect effects on publishers and their products. Some of the project materials have affected the kinds of textbooks developed recently by commercial publishers. Wiley, for example, acknowledged the apparent indirect impact of the projects on textbook content in economics and political

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Project SPAN Looks at Social Studies Today

By the Staff of Project SPAN

There seems to be considerable concern and discussion today about where we are in social studies and where we should be going. A number of recent articles have painted a rather bleak, pessimistic picture of social studies, at least from the perspective of many who tried to make changes in the 1960s and 1970s. These articles were based on the social studies sections of three status studies funded by the National Science Foundation: a review of social studies literature, a national survey, and a series of case studies.

Project SPAN, sponsored by the SSEC with NSF support, is taking a more optimistic and hopeful look at those studies and at other recent research in order to further clarify the current state of social studies and to make recommendations for its improvement in the 1980s. This project began in October 1978 and is scheduled to conclude by October 1980.

The central work force on Project SPAN consists of five part-time staff members and twelve consultants. (Their names, organizational affiliations, and areas of primary grade-level responsibility in the project are provided on page 3.) These individuals come from a wide range of backgrounds and geographic areas and represent diverse points of view. As a group, they have had considerable experience in classroom teaching, curriculum development, curriculum analysis, teacher education, administration, and research.

Two other persons are working on special studies for the project. Hazel Hertzberg, professor of history and education at Teachers College, Columbia University, is writing a historical review of efforts to change social studies. Dana Kurfman, supervisor of social studies for Prince George's County (Maryland) Public Schools, is reviewing the status of evaluation methods in social studies.

During the past 18 months the SPAN staff and consultants have been working individually, in small groups, and all together to analyze existing research on the status of social studies and to write a series of reports on the current state of K-12 social studies. We have also begun to discuss and elaborate our recommendations for improving social studies in this decade. Up to now, however, most of our efforts have been focused on answering the following broad questions: What are the prevailing rationales, goals, and objectives for social studies? How is the K-12 social studies curriculum currently organized in most districts? What is the nature of social studies curriculum materials now in use in most classrooms? What instructional practices and evaluation methods are most commonly employed by social studies teachers? What are social studies teachers like in terms of their academic preparation, classroom experience, and perceived needs? How much do students know about social studies, and how well do they like it? How and to what extent do outside factors (e.g., administrators, supervisors, community groups, and state and federal laws) influence what happens in social studies classrooms?

Each of these questions has been answered in a 20-to-40-page report which will be available in the fall of 1980. These reports confirm the basic findings of earlier articles based on the NSF studies; for example, that lecture and recitation based mainly on a textbook is the common practice in most social studies classrooms. On the surface, it might appear that the reform efforts of the last two decades have categorically failed. Upon closer examination, however, we have found some basis for hope and optimism. We believe that significant gains were made in the 1960s and 1970s, and we look forward to the challenges of further improving social studies in the 1980s.☐

science. She reported that analyses of economic and political science texts show an updating and improvement of content that reflects current research and standards of these academic disciplines (Wiley 1977, pp. 117-19).

Wiley also made this interesting observation: "A visit to the publishers' exhibits at an annual convention of the National Council for the Social Studies leaves one with the impression that the 'new social studies' movement has had a fairly substantial impact on commercial textbook publishers. In the early 1970s, many commercially developed materials resembling project materials in appearance and substance began to crop up more frequently in publishers' convention displays. However, this is only an impression: no controlled study has been done to determine whether recent publishers' products have indeed been influenced strongly by the project models" (Wiley 1977, p. 312).

A 1979 study by Fetsko is an example of a "controlled" and systematic study that substantiates Wiley's impressions, expressed in 1977. Fetsko found, on the basis of systematic content analyses of history textbooks of the 1950s and 1970s, that the "new social studies" projects have had a widespread impact on the content and style of today's history textbooks. Fetsko determined only the presence or absence of specific characteristics of the "new social studies" in textbooks, not the extent to which each text embodied these characteristics. Nevertheless, he concluded that "the federal government's efforts to improve social studies instruction by influencing textbook publishers to upgrade the quality of their materials has achieved some success" (Fetsko 1979, p. 54).

One can make a similar claim about the impact of the AMERICAN POLITICAL BEHAVIOR project on current civics and government textbooks. Recent textbooks include social science content similar to that in APB. Case-study lessons pervade these new texts. For example, the longstanding top-seller in the American government field has been MAGRUDER'S AMERICAN GOVERNMENT, published by Allyn and Bacon. Following the successful use of case studies in APB, the venerable Magruder's text was fortified with 30 new case studies, a bold departure from traditional content. In addition, Allyn and Bacon developed a brand new textbook, DECISION-MAKING IN AMERICAN GOVERNMENT, which emphasizes the role behaviors of various

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Project SPAN Staff

Irving Morrissett, director; Douglas P. Superka, associate director; Sharryl Hawke, staff associate; Bruce Tipple, staff associate; William Cleveland, teacher associate. (Maria Rydtstedt was the teacher associate during 1978-79.)

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Junior-high level: Verna Fancett, social studies teacher emeritus, Fayetteville, New York; James G. Lengel, state social studies consultant, Montpelier, Vermont; John D. Haas, professor of education, University of Colorado; John J. Patrick, professor of education, Indiana University.

Senior-high level: Jarrell McCracken, social studies teacher, Denver; Mary Eslinger, social studies consultant, Raleigh, North Carolina; Fred M. Newmann, professor of curriculum and instruction, University of Wisconsin; Roosevelt Ratliff, associate director, Association for Supervision and Curriculum Development, Alexandria, Virginia.

political actors, as does the APB text. It also includes numerous case-study materials that are similar in style to the APB text. In general, the high school textbooks in American government are somewhat different today because of the influence of the AMERICAN POLITICAL BEHAVIOR project.

The projects appear to have had much more influence on certain content themes and concepts in textbooks than on teaching strategies. Most projects stressed learning through inquiry. However, inquiry-based lessons do not dominate the typical textbooks of today, although they are present. Teachers seem to endorse this trend: less than half report use of any inquiry teaching strategies (Weiss 1978, p. 148).

However, the problem may be, in part, due to the "inquiry" label. Schneider and Van Sickle (1979, p. 465) report: "Substitute the term 'decision making' and you obtain a different picture." Their comprehensive survey of publishers indicated that there is considerable consumer demand for textbook lessons about decision making.

Whatever the label, inquiry (decision making) activities are more likely to appear in textbooks today because of the projects. An editor of a major textbook publishing house described the current trend: "We're not going back to where we were before--back to the old 1950s style of text. Publishers will incorporate inquiry strategies into the new text--although the balance will be more traditional than inquiry" (Jantzen 1979, p. 70).

In summary, federally funded curriculum projects of the '60s and '70s did not, for the most part, develop best-selling materials; their direct impact on the school curriculum was slight, in most instances. However, their indirect effects have been more significant: Certain innovations and changes in recent textbooks almost certainly stem from ideas and directives that came from the various curriculum development projects of the 1960s and 1970s.

(Note: This article is based on work supported by the National Science Foundation. Any opinions, conclusions, or recommendations expressed in this article are those of the author and do not necessarily reflect the views of the National Science Foundation.)

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FREEBIE

Teaching Module About the U.S. Census. Single copies of a self-contained teaching module, HOW AMERICA STUDIES ITSELF: THE U.S. CENSUS, are available free from the Population Reference Bureau, 1337 Connecticut Ave., N.W., Washington, D.C. 20036.☐

Preparing Our Youth to be Competent Citizens

By Richard C. Remy
Codirector, Basic Citizenship Competencies Project

A staff member of a U.S. Senate committee recently complained, "We'd like to draft legislation to promote citizenship education but we can't figure out what it is. Everyone we ask gives us a different definition."

As the Senate staffer discovered, "citizenship" and "citizenship education" have come to be symbols under which a loose collectivity of people carry on a very wide, and sometimes contradictory, range of educational activities in school and nonschool settings. Elementary and secondary schools have long had a special responsibility in this area. Originally, in the public school concept, citizenship education was a major focus of all education. To some extent this is still the case. However, since the 1920s citizenship education also has been treated as one special area of study generally concentrated within the social studies area of the curriculum. Research also indicates that the social organization of schools and the classroom make up an "informal" or "hidden" citizenship curriculum that affects political learning in important but not yet fully understood ways.

Today the content of citizenship education in schools may include not only the familiar civics, history, and geography, but also law-related education, global education, social problems, values clarification, moral/citizenship education, and community participation programs. In addition, consumer education, career education, and energy education are often linked to citizenship education. Goals and objectives across this variety of approaches range from inculcating patriotic loyalty to teaching students to be critical participants in processes of political change. Pedagogical techniques range from the very traditional "read and recite" to new inquiry or participation-oriented teaching strategies.

In addition, unlike many other areas of the school curriculum, citizenship is taught and learned in the community as well as in the school. Business, labor, voluntary organizations, religious organizations, and the family may contribute formally and informally to citizenship education. For example, such community organizations as the American Legion and the 4-H support or conduct their own citizenship education programs. At present, however, little is known about the relationship between citizenship education in school and nonschool settings and the extent to which efforts in different sectors reinforce or contradict each other.

Parents, teachers, school administrators, and community leaders have long played an important role in making decisions about citizenship education. As social complexity has increased and as citizenship education has become more diversified, it has become more difficult for such groups to identify basics, clarify goals, make assessments, and develop action plans related to citizenship education.

The Basic Citizenship Competencies Project is a joint undertaking of the Mershon Center's Citizenship Development Program and the Social Science Education Consortium, with support from the National Institute of Education. The project has been assisted by a national advisory panel consisting of 25 political scientists, educators, and citizens, and by the American Political Science Association's Committee on Pre-Collegiate Education.

The competencies project has sought to bring research knowledge and exemplary practices to bear on three problems

continued on page 6

Richard C. Remy is a research scientist at the Mershon Center and an associate professor of political science and humanities education at the Ohio State University. This article is adapted from a description that originally appeared in the MERSHON CENTER QUARTERLY REPORT 5, no. 1 (Autumn 1979).

faced by individuals and groups that are making, implementing, or assessing citizenship-related educational policies and programs. These are: (1) identifying basic competencies students need to develop as citizens in a pluralistic society, (2) identifying school management practices and instructional materials likely to promote such competencies, and (3) using research-based knowledge to make thoughtful policy decisions related to citizenship education.

The project's goal is not to create a new curriculum outline or to prescribe one course of study or instructional approach to citizenship education. Instead, it is to use existing knowledge to create problem-solving tools that will help practitioners identify basics, clarify goals, make assessments, and develop action plans related to citizen education. Thus our concern has not been with prescription but with knowledge utilization and policy clarification in an educational domain marked by complexity and sometimes by confusion regarding content, goals, and pedagogy.

During 1978-79, the project staff examined research, theory, and practice related to political behavior and learning in order to establish important conceptual definitions, develop a typology of basic citizenship competencies, and prepare written materials for practitioners. During 1979-80 the project has undertaken a variety of dissemination activities. These have included preparation of articles for professional journals, presentations at professional association meetings, an executive seminar in Washington, D.C., for key leaders of federally sponsored dissemination networks, workshops for individuals and groups currently working on citizenship-related educational programs, and publication of project handbooks and checklists.

Six written products were developed during the first phase of the project. These products are described below.

HANDBOOK OF BASIC CITIZENSHIP COMPETENCIES. Nontechnical but detailed definition of citizenship and citizenship competencies. Presents sample learning experiences to promote competencies and criteria for evaluating learning experiences.

GUIDE TO BASIC CITIZENSHIP COMPETENCIES: RECOMMENDATIONS FOR COMPARING CURRICULUM MATERIALS, ASSESSING CLASSROOM INSTRUCTION, AND SETTING GOALS. For teachers and curriculum supervisors. Presents checklists with optional numerical scoring.

PRINCIPALS AND CITIZENSHIP EDUCATION: A GUIDE FOR EFFECTIVE LEADERSHIP. Considers management practices and leadership strategies that principals can use to promote improved citizenship education in the schools.

THE COMMUNITY AND CITIZENSHIP EDUCATION: A GUIDE FOR PLANNING AND LEADERSHIP. For youth program leaders in voluntary and service organizations. Presents checklists for planning and assessing citizenship-related programs.

DEVELOPING YOUR CHILD'S CITIZENSHIP COMPETENCE: A PARENT'S GUIDE. Helps parents take stock of the opportunities their children have to develop citizenship competence.

BASIC CITIZENSHIP COMPETENCIES PROJECT: EXECUTIVE SUMMARY. To inform superintendents and legislative leaders and their staffs about the project.

Organizations with an interest in making one or more of these products widely available to their membership should contact Ms. Judy Kies, Administrative Coordinator, Basic Citizenship Competencies Project, Mershon Center, 199 West 10th Avenue, Columbus, Ohio 43201 (614/422-1681). □

NCBE DEVELOPS DATA BASE

The National Clearinghouse for Bilingual Education, a member of the National Network of Title VII Centers, is designing and developing a computerized data base of information on bilingual education. For information about this project and other Publications and services related to bilingual education, write to NCBE, 1500 Wilson Blvd., Suite 802, Rosslyn, VA 22209 (800/336-4560 or 703/522-0710. □

ChESS BOARD

A Journal Column of the
ERIC Clearinghouse for Social Studies/Social Science Education
By Carol Krismann

One of the current "hot topics" in the social studies, and one that has been of continuing concern for many years, is citizenship education. A variety of materials relating to this topic can be found in the ERIC data base. Use the terms "Citizenship" and "Citizenship Responsibility" in conjunction with "Social Studies" to find additional related documents. Other relevant terms are listed in the THESAURUS OF ERIC DESCRIPTORS.

ED 175 781. YOU-ME-AND THE THREE R'S OF LAW: ELEMENTARY LAW CURRICULUM, by Faustina M. Trace (Rochester, N.H.: Rochester School Department, 1976), 91 pp. EDRS price: MF $0.83, PC $6.32; plus postage.

Fourteen units of increasing difficulty and abstraction for grade levels 1 through 6 examine responsibility to law, rights and privileges of law, reasons for laws, and justice.

ED 175 759. CHILDREN'S BOOKS: A BASIS FOR EXPLORING CITIZENSHIP AND LAW K-3, edited by Ira Eyster and Judy Cawthon (Oklahoma University, Southwest Center for Human Relations Studies, 1979), 123 pp. EDRS price: MF $0.83, PC $7.82; plus postage. Also available from Southwest Center for Human Relations Studies, University of Oklahoma, 555 Constitution, Norman, OK 73037 ($1.50).

The guide presents lesson plans and a bibliography focusing on children's books as a tool for exploring citizenship concepts. Aimed at grades K-8, the objective is to suggest children's books and ways to use them in teaching law and citizenship responsibilities.

ED 171 618. THE CITIZENSHIP EDUCATION ISSUE: PROBLEMS AND PROGRAMS, Report no. 123, by LeAnn Meyer (Denver: Education Commission of the States, Department of Elementary/Secondary Education, 1979), 62 pp. EDRS price: MF $0.83, PC $4.82; plus postage. Also available from Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 ($5.00).

The document analyzes the background, issues, current status, and trends concerning citizenship education. Sections discuss historic and current forces which shape citizenship programs; the basic problems of defining citizenship and of determining the scope, degree, and locus of control of citizenship education; current programs and promising directions; and trends and needs in citizenship education. The report also suggests activities designed as a stimulus to generate ideas for groups who might want to take action to meet some of the current needs in citizenship education.

ED 175 736. WHO TEACHES CITIZENSHIP? A SURVEY OF DOCUMENTS AND RESOURCES, by Mary Jane Turner (Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, Inc., 1977), 72 pp. EDRS price: MF $0.83, PC $4.82; plus postage. Also available from Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($3.25).

The booklet lists and analyzes documents related to citizenship education from four sectors of society: business and industry, education, labor, and the voluntary sector. They were selected on the basis of their utility in providing an understanding of citizen education, and their influence on existing programs. Sections discuss general literature, changing attitudes toward citizenship education in the schools, information emanating from the business world, labor education sources and their publications, and volunteer organizations, community organizations, and foundations. ☐

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Summer Workshops and Programs

Middle East Studies Institute for American Educators, July 14-August 14. The National Committee for Middle East Studies is accepting applications for its fourth annual Middle East Studies Institute at Tel Aviv University, cosponsored by the American Federation of Teachers (AFL-CIO) and the Israel Teachers Union. Course work dealing with the contemporary Middle East will be supplemented by seven days of field trips to sites of historical and topical interest throughout Israel. For more information and application forms, contact the National Committee for Middle East Studies, 9 E. 40th St., New York, NY 10016 (212/532-5005).

Leadership Skill Workshop in Social Studies, July 21-25. The Social Science Education Consortium's fourth annual summer leadership workshop for social studies educators will be held at the Williams Village Conference Center on the University of Colorado campus in Boulder. Fee for the five-day workshop is $400; registration is limited to 40 participants. For more information and a registration form, contact Frances Haley, SSEC, 855 Broadway, Boulder, Colorado 80302 (303/492-8154).

Summer Leadership Workshops For NCSS Members, July 14-15 (Nashville) July 31-August 1 (Boulder), August 15-16 (Dearborn). The Field Services Board of the National Council for the Social Studies is sponsoring three two-day workshops for members of local, state, and national councils. A fee of $50 will be charged for the Nashville and Boulder workshops; for more information and a registration form, contact Nancy Steinbach, NCSS, 3615 Wisconsin Ave., N.W., Washington, DC 20016 (202/966-7840). For more information about the Dearborn workshop, contact Jean Hutt, 6297 Lodi Lane, Saline, MI 48176 (313/429-7676). ☐

THE LINK is published five times during the school year by the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (303/492-8154). Subscription prices are $6.00 for U.S. subscribers, $8.00 abroad. Prepayment must accompany all subscription orders. Address editorial correspondence and contributions to Ann Williams, editor.

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Attachment 12

PROGRAM

59th Annual Meeting
November 21–24, 1979
Portland, Oregon

Bridges to the Future

National Council for the Social Studies

PAGE

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OUNCIL
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UDIES

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"[illegible]wards a Holistic Model of Values Education" **Jack R. Fraenkel**, San Francisco State University "North American School Based Projects in Citizenship/Moral/Values Education: Progress Report" **John R. Meyer**, University of Windsor, Ontario

Friday, 2:00 pm–5:00 pm B Oxford Room

Multicultural Education

Chairperson: **Karen Harvey**, University of Colorado

Program: See page 57 for details.
Business Meeting: A business meeting will immediately follow the program.

Wednesday, 3:00 pm–6:00 pm B Room 1213

Pre-College Philosophy

Chairperson: **Jack Simpson**, Milwaukee, WI
Speaker: **Bill Proefreidt**, Queens College
Program: "Teaching and Thinking Philosophically in the Social Studies Classroom"

Business Meeting: Following the presentation, a period of discussion and sharing will take place, followed by a short business meeting.

Thursday, 2:00 pm–5:00 pm B Executive C

Political Education

Chairperson: **Emily A. Melvin**, Auburn University
[illegible]akers: **Mary Jane Turner**, Social Science Education Consortium, Inc., and **Richard B. Remy**, The Ohio State University.

Program: "Citizenship Competence and Its Relationship to Political Education." The presenters will discuss the citizenship competency checklist they have developed as a result of a research effort funded by the National Institute of Education.

Wednesday, 7:30 am–9:00 am B Executive C

Psychology Educators

Chairperson: **Barry Beerman**, George Hewlett High School, Hewlett, NY

Program and Business Meeting: The agenda includes a discussion of mutual concerns; planning for the 1980 convention; and the election of officers. There will also be a presentation of materials and methods for teaching psychology to slow learners and special needs students.

Friday, 2:00 pm–5:00 pm B Mayfair Ballroom A

Reading in the Social Studies

Chairperson: **Mary Jo McGee Brown**, University of Georgia

Program: See page 70 for details. Friday, 2:30 pm–3:45 pm
Business Meeting: A business meeting will be held [illegible]iscuss issues pertinent to the SIG.

[illegible]ursday, 2:30 pm–3:45 pm H Parlor C

Studies About Religion

Chairperson: **Walter A. Nelson**, California State University, Northridge

Program: See page 67 for details.

Friday, 1:00 pm–2:15 pm B Room 1215

Rural Education

Chairperson: **A. Earl McCain**, Weber State College

Business Meeting: This meeting is convened for the purpose of organizing a SIG for persons interested in the unique character of rural schools and rural education. The session will be an open discussion concerning the status of rural social studies programs, issues, and trends in social education for rural schools and districts, and the establishment of a Rural Education SIG within the framework of NCSS.

Friday, 11:15 am–12:30 pm B Executive C

Sex Equity in the Social Studies

Acting Chairperson: **Jane Powers**, Laguna Salada Union School District, Pacifica, CA

Program: See page 64 for details. Friday, 11:15 am–12:30 pm
Business Meeting: This meeting will consist of an organizational meeting for the SIG wherein pertinent issues will be discussed and officers elected.

Friday, 1:00 pm–2:15 pm B Room 1211

Urban Education

Chairperson: **Jeanne Howard**, Virginia Polytechnic Institute and State University

Program: "The Future of Urban Education"

Friday, 1:00 pm–2:15 pm H Petite Suite

Velikovsky and the Social Studies

Chairperson: **Robert J. Stahl**, Arizona State University
Speaker: **Mary Ring**, Research Institute, Inc., Washington, D.C.

Program: "When and How It Really Happened—Teaching the Correct Version of Ancient History." This session is intended to present a summary of the major aspects of Immanual Velikovsky's writings relevant to the history of the ancient world civilizations. The stress will be on the evidence he presents for a new chronology of ancient history so that social studies teachers can begin to teach this history as it actually happened.

Friday, 11:15 am–12:30 pm B Room 1217
Business Meeting: A business meeting will be held.
Wednesday, 5:00 pm–6:15 pm H Parlor C

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Attachment 13

ASCD
THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
225 North Washington Street, Alexandria, Virginia 22314
(703) 549-9110
Executive Director, GORDON CAWELTI

October 4, 1979

MEMORANDUM

To: Chairpersons of Special Sessions, 1980 ASCD Annual Conference

From: Sarah Arlington, Conference Program Coordinator

I am pleased to inform you that your proposal for a Special Session at the 1980 Annual Conference has been accepted by the Conference Planning Committee. Selections were based upon relevance to the theme and the need to fill gaps in certain areas of known interest. Please complete the enclosed Special Session Information Form and return to me no later than October 22. If you cannot meet this deadline, please give me a call.

The majority of the meetings will be in the Georgia World Congress Center. The headquarters hotel is the Atlanta Hilton.

One other thing that you should keep in mind as you plan your program and select your leadership team is the whole matter of financial assistance. We cannot pay expenses or honorarium to anyone appearing on the Conference program except the General Sessions speakers. And, unforturnately, we cannot waive the registration fees due to the large number of persons requesting spots in leadership roles. Obviously, to waive the fees for up to 1200 people would put a serious strain on the Conference budget. Please explain this policy to the persons that you suggest as staff in order to prevent any misunderstanding at the time of the Conference.

Registration materials are sent to the membership in early fall. If you or members of your proposed staff are not members of the Association, please indicate this on the Confirmation of Participation Form so that registration materials can be forwarded to you.

We appreciate your interest in appearing on the Conference program. I will look forward to receiving the completed forms at your earliest convenience.

Enclosures

OVERVIEW OF 1980 ASCD ANNUAL CONFERENCE

	iday, March 28	Saturday, March 29	Sunday, March 30	Monday, March 31	Tuesday, April 1	Wednesday, April 2
ORNING	00-12:00 iliated Presidents Meeting and Workshop	9:00-12:00 Board of Directors Meeting 9:00-3:00 Conference Registration Commercial Exhibits 9:30-10:30 Assemblies Distinguished Lectures 10:30-2:00 VISIT EXHIBITS	9:00-4:00 Conference Registration 9:00-5:00 Commercial Exhibits 9:00-12:00 Board of Directors Meeting 9:30-11:30 One day Action Labs Special Sessions Open Forum on Educational Issues Doctoral Seminar Curriculum Briefings 9:00-2:00 Documentary Film Festival 11:00-1:00 Open Hearing on Resolutions 11:30-2:00 VISIT EXHIBITS	9:00-4:00 Conference Registration 9:00-5:00 Commercial Exhibits 9:00-2:00 Film Festival 9:30-11:30 Action Labs Special Sessions 10:30-11:30 Doctoral Seminar Distinguished Lectures Curriculum Briefings 11:30-1:00 VISIT EXHIBITS	9:00-12:00 Conference Registration 9:00-2:00 Film Festival 9:30-11:30 Action Labs Special Sessions 9:30-10:30 Review Council 11:00-12:30 Doctoral Seminar Special Feature for Spouses	9:00-11:00 Action Labs Special Sessions Film Festival 9:30-11:00 Assemblies
FTERNOON	25-1:30 ard of Directors Orientation for New Members 30-2:00 ard of Directors Registration 00-5:00 ard of Directors Meeting	2:00-3:30 OPENING GENERAL SESSION 3:30-4:30 ASCD Social Hour	2:00-3:30 Special Sessions Doctoral Seminar Special Feature Writing for Professional Publication Special Feature John Dewey Society Special Feature — FOXFIRE 4:00-5:30 SECOND GENERAL SESSION	1:00-3:30 THIRD GENERAL SESSION (Annual Business Meeting) 3:30-4:30 Board of Directors Meeting 4:30-6:00 Assemblies Doctoral Seminar Special Feature — *High School Journal* Lecture Review Council	1:30-3:00 Special Sessions Doctoral Seminar Special Feature — Looking Into the Future Out of the Past 3:30-5:00 FOURTH GENERAL SESSION	12:00-1:30 Annual Luncheon FIFTH GENERAL SESSION
VENING	00-10:00 ard of Directors Meeting	6:00 Stone Mountain Trip and Barbeque	7:30-9:00 Assemblies	8:00-9:30 Special Sessions	7:30 For Fulfillment — An Evening With the Arts	

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SPECIAL SESSION
PROGRAM INFORMATION SHEET

Type of Session:

____Project Report

____Reporting

_x_Demonstration and Reporting

Location of Meeting Peachtree Plaza - Peachtree Battle

Morning Meetings: (9:30 a.m.-11:30)

____Sunday, March 30
____Monday, March 31
____Tuesday, April 1
____Wednesday, April 2

Afternoon and Evening Meetings:

____Sunday, March 30, 2:00 p.m.-3:30
_x_Monday, March 31, 8:00 p.m.-9:30
____Tuesday, April 1, 1:30 p.m.-3:00

Topic Basic Citizenship Competencies

Chairperson Mary Jane Turner

Invited Staff

The Washington staff will make all physical arrangements for the meeting rooms, equipment, etc. We will have a local committee to provide a host or hostess whose responsibility will be to check on last-minute needs and insure that previous arrangements have been accomplished.

We cannot at this time estimate the attendance at your session; however, participation will depend on the size of the room with people attending on a first-come basis. If your session must be limited to a certain number, consideration was given to this when room assignments were made.

The Washington staff assumes as much responsibility as possible for planning and facilitating the Conference arrangements in an effort to ease the burden of the leadership teams. However, as you know, ASCD is a non-profit professional association and, as such, is unable to assume expenses for anyone other than the General Session speakers.

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

JAMES A. JOHNSON, JR.
Director of Instruction

March 25, 1980

Attachment 14

Ms. Judith Kies
Administrative Coordinator
Basic Citizenship Competencies Project
Mershon Center
159 West 10th Avenue
Columbus, Ohio 43201

Dear Ms. Kies:

This letter follows up on our phone conversation of Wednesday, March 19 in which we agreed that you and one or more of your associates would participate in our Summer Institute. The Summer Institute will be held during the period 17-24 July at the Fountainbleu-Hilton Hotel which is located on Collins Avenue in Miami Beach, Florida.

We agreed that you and your associate(s) would be scheduled on Monday 21 July (from 1:30 to 3:30). Two one-hour presentations are envisioned. The purposes of the presentations, as I understand them, are to effect awareness and interest.

During our phone conversation, permission was sought and granted to reproduce your executive summary for the information of our participants.

My understanding, at this point in time, is that your A/V needs are limited to 1) an overhead projector, and 2) A/V screen.

It is, further my understanding that you are not certain, at this point in time, as to housing needs. I agreed to make reservations for you and your associate(s) (if needed). However, I neglected to tell you that I must make them (if needed) prior to 15 July.

You indicated that all costs associated with this venture will be borned by your project. However, in the event that costs occur that are disallowable please feel free to bill Nova.

Again, I want to express my deep appreciation to you and your associates for accepting our invitation. You are, of course, welcome to attend any portion of the Institute that my of interest. An Institute program will be forwarded when it becomes available.

Sincerely,

James A. Johnson, Jr.

(Dr.) James A. Johnson, Jr.

JAJ:E

questions typically put to interviewees. While this session is appropriate to the needs of all school administrators, the [illegible] of administrators who aspire to the superintendency is used to demonstrate principles. The process of applying for the superintendency and being interviewed is examined.

Monday 21 July 1980
(M500.1)
1:00-1:45 p.m.
(M500.2)
2:00-2:45 p.m.
Voltaire C
Tower Building
Fourth Floor

Principals and Citizenship Education — M550.1 and M550.2

Judith Kies
Associate Director
Citizenship Development Program
The Ohio State University

Lonnie Wagstaff
Chairperson
Department of Educational Administration
The Ohio State Unsierity

The purpose of this session is to explore ways in which school administrators may more effectively promote the development of citizenship competencies. School management practices and leadership strategies designed to develop school climates favorable to citizenship education, and to encourage teaching staff to think systematically about their goals and instructions in citizenship education are considered.

Monday 21 July 1980
(M550.1)
1:00-1:45 p.m.
(M550.2)
2:00-2:45 p.m.
Lafayette B
Tower Bulding
Fourth Floor

Research, Bargaining, and Language — T100

Ms. Ruth Nelson
Consultant
Education Managers Lyceum

This session will be conducted by Ms. Nelson while Mr. Simpkins and Mr. McCutcheon continue to work with persons selected from their small groups. Ms. Nelson will concentrate on major findings of various research relating to collective bargaining with particular focus upon language problems.

Tuesday 22 July 1980
8:30-9:10 a.m.
Fontaine Room
Chateau Building Lobby

Case Study — T500

Bruce Rogow
Nova University Law Center

A legal case study is presented during this session.

Tuesday 22 July 1980
2:45-4:00 p.m.
Fontaine Room
Chateau Building Lobby

National Cluster Component Reports — T600

James A. Johnson, Jr.
Director of Instruction
Participants (A-5's)

A designated representative from each national cluster will have previously met with the Director of Instruction who will assign national clusters to specific Institute components (i.e., School Law, Issues in Standardized Testing, and Competency-Based Education). If, for example, a national cluster is assigned these three components, that cluster consistently makes efforts to turn the attention of presenters to the implications of School Law for Standardized Testing and Competency Based Education, the Implications of Issues in Standardized Testing for Competency Based Education and School Law, and the Implications of Competency Based Education for School Law and Standardized Testing. These meetings of the national clusters. During this session each national cluster is given a few minutes to share their lists. This having been done, issues and questions that should be raised during subsequent sessions are brainstormed.

Tuesday 22 July 1980
4:10 to 4:50
Fontaine Room
Chateau Building Lobby

Classroom and Administrative Uses of Microcomputers — W100 RS

Wayne B. Rayburn
Educational Sales Coordinator
Radio Shack

Not too many years ago, the pocket calculator we take for granted today could have passed for a powerful computer and was worth a great deal of money. Today, however, there is much more to the definition of a computer. This session will explore the uses of the microcomputer as a tool for the administrator such as payroll, inventory, student scheduling, grade reporting, and numerous other administrative functions. Classroom applications will include computer assisted instruction and computer literacy.

Wednesday 23 July 1980
Fleur de lis
Chateau Building Lobby

schools, typically, deal with goals and structure role activities for their students. The analyses show how most schools are "role-based, time-based, assignment-driven, and embody constrained opportunity structures."

Wednesday 23 July 1980
10:15-11:30 a.m.
Fontaine
Chateau Building Lobby

Implementation of Microcomputers — A Path to Avoid the Pitfalls — W400

Sue Talley
Lead Instructional Coordinator
Total Information Educational Systems (TIES)
Saint Paul, Minnesota

Befuddled by computer jargon and beset by the impact of rapidly changing technology, school districts often feel unable to take full advantage of computer equipment. As this presentation will point out, a careful examination of needs and resources available can help school districts develop implementation plans which avoids common pitfalls.

Wednesday 23 July 1980
12:30-1:10 p.m.
Fontaine Room
Chateau Buildng Lobby

Demonstration of Educational Applications for the Apple II — A Stroll Through the Apple Orchard — W500.1 and W500.2

Sue Talley
Lead Instructional Coordinator
Total Information Educational Systems (TIES)
Saint Paul, Minnesota

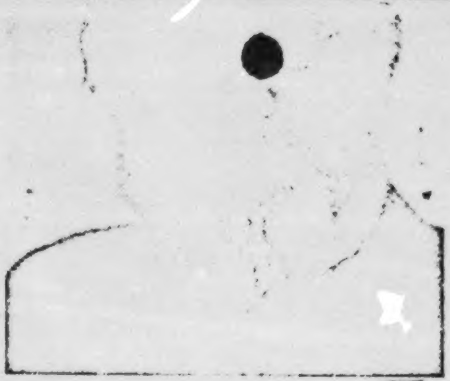
The various modes of use for the microcomputer (drill and practice, simulation, problem solving...) will be demonstrated using software for the APPLE II micro-computer developed or enhanced by educational networks in Minnesota — TIES and MECC.

Wednesday 23 July 1980
1:15-2:00 p.m. (W500.1)
2:10-2:50 p.m. (W500.2)
LaFayette B
Tower Building
Fourth Floor

Competency Based Education (CBE) and Expanded Opportunity Structures — W525.1 and W525.2

William Spady
Associate Executive Director
American Association of School Administrators

These sessions follow up on W300 and focus on what Spady refers to as time competency based instructional systems (TCBIS). Mr. Spady argues that TCBIS embody operational characteristics such as being goal-based, outcome based, assessment driven



ALEXANDER LAW
Associate National Lecturer, Evaluation

BEST COPY AVAILABLE

NEIL MACY

THANK YOU

We wish to thank Ms. Loretta M. Chin (East Bay Cluster) for the contribution that she made to the computer technology component of this institute.

CLASSIFIED

Help Wanted. Ideas for Education U.S.A.: X Where should it be held? What should it be about? Who should be invited? Leave a note with headquarters staff; or, drop a note to:

Director of Instruction
National Ed.D. Program for Educational Leaders
Nova University
College Avenue
Ft. Lauderdale, Fla.

Attachment 15

Chicago, Illinois
July 6-9, 1980

official program

Third Annual Summer Conference

THEME: BUILDING SUCCESS BASED SCHOOLS

LEADERSHIP FOR LEARNING

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
NATIONAL CENTER FOR THE IMPROVEMENT OF LEARNING
1801 N. MOORE STREET, ARLINGTON, VIRGINIA 22209

Moderator

Nathel Burtley, Assistant Superintendent of Schools for Curriculum and Instruction, Ypsilanti, MI

Speaker

Gene T. Lubera, Chairman, Resource Development and Management Institute of Chicago, IL

Reactors

Roberta Kellerman, Learning Disabilities Resource Teacher, Clow School, Naperville, IL

Anthony G. Scariano, Attorney at Law, Chicago Heights, IL

Lawrence A. Stoneburner, Assistant Superintendent, School District 401, Elmwood Park, IL

William O. Webb, Superintendent, High School District 218, Worth, IL

Monday / 9:00–11:00 a.m.
Columbus Hall, Room I

Politics, Autonomy and Distributing Instructional Resources

Midwest Administration Center Clinic

Speaker

Charles E. Bidwell, Professor of Education and Sociology, and Chairman, Department of Education, University of Chicago, IL

Reactor

[illegible] L. Wood, Assistant Superintendent, Oakland Schools, Pontiac, MI

Monday / 9:00–11:00 a.m.
Columbus Hall, Room H

Stimulating the Gifted and Talented: What Are Our Alternatives?

Moderator

William Majors, Assistant Superintendent, Blue Valley Unified School District 229, Shawnee Mission, KS

Speaker

Marian Leibowitz, Program Associate, Pedamorphosis, Inc., Lawrenceville, NJ

Reactor

Patricia B. Mitchell, Project Director, National Association of State Boards of Education, Washington, DC

Monday / 9:00–11:00 a.m.
Gold Coast Room

Documenting Successful Schools: Is There a Better Way?

National Institute of Education Clinic

Moderator

Michael Cohen, Research Associate, National Institute of Education, Washington, DC

Speakers

Lawrence W. Lezotte, Professor of Education, Michigan State University, East Lansing

William Tikunoff, Director of Programs on Schooling, Far West Educational Laboratory, San Francisco, CA

Monday / 9:00–11:00 a.m.
Columbus Hall, Room G

Psycho-Social Influences on the Accomplishments of Minority Students

National Institute of Education Clinic

Speakers

Robert C. Johnson, Senior Research Scientist, Institute of Black Studies, Inc., St. Louis, MO

Patricia McCorquodale, Assistant Professor of Sociology, University of Arizona, Tucson

Monday / 9:00–11:00 a.m.
Belmont Room

Full Services Implementation of PL94-142 in Success Based Schools

Moderator

Paul D. Lamoureux, Director of Special Programs, Public Schools, Berlin, NH

Speakers

Winifred M. Bowers, Director, The Exceptional Child Cooperative Center, Seymour, MO

Ann Robinson, Coordinator, Preschool Programs, ECCO Center, Seymour, MO

WORKSHOPS

Monday / 9:00–12:00 Noon
Water Tower Room

Building Curricula and Program Strategies for Effective Citizenship in a Global Age

Speakers

A Rationale for Global Education

Lee Anderson, Professor of Political Science, Northwestern University, Evanston, IL

You, Your Community and the World

James Becker, Director, Mid-America Program, Social Studies Development Center, Bloomington, IN

Indiana and the World

Jane Lowrie, Social Studies Specialist, Curriculum Division, State Department of Education, State House, Indianapolis, IN

Global Studies in the Middle Classrooms

James Funkhauser, Social Studies Teacher, Northside JHS, Elkhart, IN

The Study of Global Futures

Carl Keener, Professor of Education, Ball State University, Burris Lab School, Muncie, IN

Global Education: Statewide Efforts

Janet Parisian, Project Director, Global Studies Center, Michigan State University, East Lansing

Perceptions and Misperceptions in Cross-Cultural and in Transnational Interactions

Andrew Smith, Vice President, Global Perspectives in Education, New York, NY

Building Basic Citizenship Skills Through Global Education

Judy Kies, Associate Director, Citizenship Development Program, Mershon Center, Ohio State University, Columbus

Monday / 9:00–12:00 Noon
Regency Ballroom C

Building Skills in Classroom Observation and Feedback Strategies: An Action Lab on Instructional Improvement

Speakers

Robert H. Anderson, Professor and Dean, College of Education, Texas Tech University, Lubbock, TX

Karolyn J. Snyder, Vice-President and Programs Administrator, Pedamorphosis, Inc., Lubbock, TX

Reactors

Julius A. Fulmore, Assistant Superintendent of Schools for Elementary Education, Greensboro, NC

Diane Thomas-Rupert, Supervisor of Special Education, Bozeman, MT

Monday / 9:00–12:00 Noon
Atlanta Room

Strategies for Integrating Basic Communication Skills in the Classroom: Listening, Speaking, Reading, and Writing

Moderator

Sandra Lynne M. Schmutzler, Elementary Coordinator, Berkeley County Schools, Martinsburg, WV

Speaker

Michael R. Moore, Associate Professor of Communication, Indiana University Northwest, Gary, IN

Monday / 9:00–12:00 Noon
Acapulco Room

Delivering Predictable Learner Mastery: Applying a Proven Technology

Moderator

William G. Spady, Associate Executive Director, American Association of School Administrators, Arlington, VA

Speakers

Betty O. Corrigan, Vice President, Corrigan and Associates, Garden Grove, CA

Robert E. Corrigan, President, Corrigan and Associates, Garden Grove, CA

Hines Cronin, Superintendent of Schools, Moss Point, MS

Leon Lessinger, Superintendent of Schools, Stockton, CA

Gale W. Pattison, Deputy Superintendent, Unified School District, Orange, CA

Reactor

Louis G. Zeyen, Deputy Executive Director, American Association of School Administrators, Arlington, VA

Monday / 9:00–12:00 Noon
Toronto Room

Strengthening the Internal and External Human Resources in Smaller Districts: Getting Past Existing Obstacles

Speaker

Richard C. Benjamin, Assistant Superintendent of Schools for Instruction, Lansing, MI

Monday / 9:00–12:00 Noon
Regency Ballroom D

What You Learn About Micro-Computers Can Save Money and Improve Programs

Speakers

Robert Bortnick, Assistant Superintendent of Schools for Instruction, Arlington Heights, IL

Lee Corden, Coordinator for Courseware Development, Scott, Foresman and Company Glenview, IL

Sally Standiford, Visiting Professor of Secondary Education, University of Illinois, Urbana

Discussion Leaders

Libby Benjamin, Associate Director, ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Ann Arbor

Garry R. Walz, Director and Professor of Education, ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Ann Arbor

Sunday / 8:00–10:00 p.m.
New Orleans Room

Merit Pay for Administrators

National Institute of Education Discussion

Discussion Leader

Philip K. Piele, Professor and Director, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene

Sunday / 8:00–10:00 p.m.
Columbus Hall, Room I

Effective Strategies for Using Research Outcomes to Improve Local Programs

National Institute of Education Clinic

Speakers

Karen S. Louis, Senior Analyst, ABT Associates, Cambridge, MA

S[illegible]n M. Preston, Director, Division of Planning, Research & Evaluation, Georgia Department of Education, Atlanta

Jay Smink, Director, Bureau of Research, State Department of Education, Harrisburg, PA

Sunday / 8:00–10:00 p.m.
Columbus Hall, Room H

Paving the Way for Successful School Desegregation

National Institute of Education Discussion

Discussion Leader

Ronald D. Henderson, Head, Desegregation Studies Team, National Institute of Education, Washington, DC

Sunday / 8:00–10:00 p.m.
Columbus Hall, Room K

Black English: Why It's Important and How to Teach It

National Institute of Education Clinic

Speakers

William S. Hall, Co-Director, Center for the Study of Reading, University of Illinois, Champaign

Shirley Lewis, Associate Professor, Peabody College, Nashville, TN

Sunday / 8:00–10:00 p.m.
Columbus Hall, Room A-B

Freestyle: Reducing Barriers to Personal Success by Overcoming Sex Role Stereotyping

National Institute of Education Forum

Speaker

Pat Seeley, Consultant, Division of Educational Media, Los Angeles County Schools, Downey, CA

Sunday / 8:00–10:00 p.m.
Regency Ballroom C

The Class Size Controversy: Adding Fuel to the Fire

National Institute of Education Clinic

Moderator

George G. Garver, Superintendent of Schools, Livonia, MI

Speakers

Leonard S. Cahen, Associate Dean for Research and Development, Arizona State University, Tempe

Glen E. Robinson, President, Educational Research Service, Arlington, VA

Sunday / 8:00–10:00 p.m.
Regency Ballroom B

Using the New Career Education Measurement Series as a Vehicle for Improving Program Assessment

National Institute of Education Forum

Speaker

N. L. McCaslin, Associate Director, National Center for Research in Vocational Education, Columbus, OH

Sunday / 8:00–10:00 p.m.
Regency Ballroom D

How School Organization Affects Staff Development Efforts

National Institute of Education Clinic

Speaker

Phillip C. Schlechty, Associate Dean for Field Services, School of Education, University of North Carolina, Chapel Hill

Sunday / 8:00–10:00 p.m.
Toronto Room

Basic Citizenship Competencies: Guidelines for Curriculum Change and Effective Leadership

National Institute of Education Forum

Speaker

Mary Jane Turner, Co-Director, Basic Citizenship Competencies, Social Science Education Consortium, Boulder, CO

Sunday / 8:00–10:00 p.m.
Acapulco Room

Desegregation and Hispanic Populations: Are Social and Pedagogical Resolutions Possible?

National Institute of Education Forum

Speakers

Leo F. Estrada, Staff Assistant to the Deputy Director, U.S. Census Bureau, Washington, DC

Abdin Noboa, Director, Research Division, Latino Institute, Reston, VA

Sunday / 8:00–10:00 p.m.
Belmont Room

Women and Minorities in the Principalship: Career Opportunities and Problems

National Institute of Education Forum

Speaker

Fannie L. Dawson, Educational Policy Fellow, National Institute of Education, Washington, DC

Sunday / 8:00–10:00 p.m.
Water Tower Room

Useful Research Within Reach on Reading

National Institute of Education Forum

Speaker

Harriet Doss Willis, CREMEL, Inc., St. Louis, MO

CLINICS

Monday / 9:00–11:00 a.m.
Columbus Hall, Room C-D

Professional Improvement for Principals: Why and How

Moderator

Boyd Goodrich, Assistant Superintendent, Nebo School District Spanish Fork, UT

Speakers

Abe L. Hammons, Superintendent of Schools, Mobile, AL

Erma E. McGuire, Assistant Superintendent of Schools for Elementary Education, St. Paul, MN

James P. Scamman, Superintendent of Schools, South Bend, IN

Monday / 9:00–11:00 a.m.
Columbus Hall, Room K

Early Antecedents in First Grade of Teen Age Drug Use, Psychiatric Symptoms and Seeking Help

Moderator

Robert J. Marum, Superintendent, Educational Service District 121, Seattle, WA

Speaker

Sheppard G. Kellam, Professor, University of Chicago, and Director, Social Psychiatry Study Center, Chicago, IL

Reactor

K. Alexander Paddyfote, Superintendent of Schools, Cromwell, CT

Monday / 9:00–11:00 a.m.
Columbus Hall, Room E-F

Breaking Away from the "Stockyard" Model of School Organization: Flexible High Schools That Work

Speakers

George G. Cunningham, Superintendent of Schools, Portland, CT

Constance C. Dolese, Director of Secondary Education, Public Schools, New Orleans, LA

Reactor

Jerry A. Colosimo, Secondary Advisor, Independent School District, Waxahachie, TX

Monday / 9:00–11:00 a.m.
Columbus Hall, Room A-B

Outplacement Counseling: An Alternative Process for Improving Instructional Effectiveness

Monday / 8:00–10:00 p.m.
Columbus Hall, Room K

Psycho-Social Influences on the Accomplishments of Minority Students

National Institute of Education Clinic

Speakers

Robert C. Johnson, Senior Research Scientist, Institute of Black Studies, Inc., St. Louis, MO

Patricia McCorquodale, Assistant Professor of Sociology, Southwest Institute for Research on Women, University of Arizona, Tucson

Monday / 8:00–10:00 p.m.
Regency Ballroom C

Promoting Student Integration in City High Schools: A Research Study and Improvement Guide for Practitioners

National Institute of Education Forum

Speaker

William J. Genova, President, TDR Associates, Inc., Newton, MA

Monday / 8:00–10:00 p.m.
Regency Ballroom D

Basic Citizenship Competencies: Guidelines for Curriculum Change and Effective Leadership

National Institute of Education Forum

Speaker

Mary Jane Turner, Co-Director, Basic Citizenship Competencies, Social Science Education Consortium, Boulder, CO

Monday / 8:00–10:00 p.m.
Gold Coast Room

Responding Productively to Declining Enrollments in Single High School Districts

National Institute of Education Forum

Speaker

Alan C. Green, Director, Educational Facilities Division, AED, New York, NY

CLINICS

Tuesday / 9:00–11:00 a.m.
Columbus Hall, Room A-B

Strategies for Effective Instructional Planning and Change

Speakers

Wilber Hawkins, Superintendent of Schools, Hicksville, NY

Rodney D. Spring, Superintendent, Clarke County Schools, Athens, GA

Reactor

Joseph C. Basile, II, Director, Instructional Learning Systems, State Department of Education, Charleston, WV

Tuesday / 9:00–11:00 a.m.
Columbus Hall, Room E-F

Linking the Education System and the Employment Community (Part I): Successful Cooperative Programs

Speakers

Joleen H. Durken, Supervisor, CETA Education Linkage, State Department of Education, St. Paul, MN

John M. Sedey, Director of Vocational Education and Alternative Programs, Mounds View Schools, St. Paul, MN

Patricia Townsdin, Linkage Specialist, Mankato Area Vocational-Technical Institute, North Mankato, MN

Helene V. Turnbull, Director, South High Community Partnership Program, Minneapolis, MN

Reactor

Donald W. Ingwerson, Superintendent, Unified School District, Orange, CA

Tuesday / 9:00–11:00 a.m.
Columbus Hall, Room G

Exploring Complexities in the Superintendent–Principal Relationship

Midwest Administration Center Clinic

Speaker

Dan C. Lortie, Professor, Department of Education, University of Chicago, Chicago, IL

Reactors

Wayne Dotts, Assistant Superintendent of Schools, Secondary Instruction, Kansas City, MO

Doug Gowler, Principal, Sagebrush Elementary School, Aurora, CO

Workshop on Citizenship Education

AGENDA

Attachment 16

March 3

Session One
Education for Citizenship Competence

8:30 - 8:45	Introduction - Welcome
8:45 - 9:30	Keynote Speaker: Dr. John J. Patrick, Indiana University "Citizenship Education Today"
9:30 - 10:00	Coffee Break
10:00 - 10:15	The Basic Citizenship Competencies Project - An Overview (Mary Jane Turner
10:15 - 11:45	Basic Citizenship Competencies - Description and Definition (Richard C. Remy) (Group Exercise - leads into afternoon discussion of competencies)
11:45 - 1:30	Lunch (Workshop staff will be available from 1:00 - 1:30 for informal discussion and questions)

Session Two
Conducting Workshops for Teachers

1:30 - 3:15	The Citizenship Competencies Checklist (Staff)
3:15 - 3:30	Coffee Break
3:30 - 4:30	Using the Checklist in Workshops Small Group Work (Staff)
	Summary of Activities

March 4

Session Three
Support for Teachers--Materials for Administrators and the Community

8:30 - 9:00	Using the Checklist in Workshops (Mary Jane Turner)
9:00 - 9:30	The Principal and Citizenship Education (Richard C. Remy)

9:30 - 10:00	Coffee Break
10:00 - 10:00	Parents and the Community (Mary Jane Turner)
10:30 - 11:30	Participant Ideas on Using the Seven Competencies to Improve Citizenship Education (Staff)
	Concluding Remarks (Louis Grigar)

PARTICIPANTS
IN
BASIC CITIZENSHIP COMPETENCIES WORKSHOP
March 3-4, 1980

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Texas Education Agency:

Tom Bass
Anita Sylvia Garcia
Louis Grigar
Roberta Raithel
Elvin Tyrone
Louise Vance

Texas Education Agency
Social Studies Section
Division of Curriculum Developme
March 1980

EVALUATION OF CITIZENSHIP COMPETENCIES WORKSHOPS

SUMMARY

Please answer the following honestly and frankly. Do not sign your name. Circle a number on the continuum that you feel reflects your opinion.

I. Evaluation of overall program:

1. How clear were the objectives for this workshop?

UNCLEAR . . . . CLEAR

1	2	3	4	5
		(5)	(12)	(11)

2. How interesting were the topics and activities in this workshop?

OF LITTLE INTEREST . . . . .OF GREAT INTEREST

1	2	3	4	5
	(2)	(8)	(13)	(5)

3. Of what value were the ideas and activities presented to you relative to your work assignment?

NO VALUE. . . . . GREAT VALUE

1	2	3	4	5
	(3)	(7)	(8)	(10)

4. How much interest is there in your region regarding the subject of this workshop?

NO INTEREST . . . . GREAT INTEREST

1	2	3	4	5
(1)	(1)	(6)	(9)	(9)

5. Will you be able to use the materials and ideas from this workshop in your work?

PROBABLY NOT. . . . . DEFINITELY YES

1	2	3	4	5
	(2)	(3)	(9)	(13)

6. How much have you benefited from this workshop?

NONE. . . . . .GREATLY

1	2	3	4	5
	(3)	(6)	(9)	(10)

II. Evaluation of specific features of the workshop:

1. John Patrick - keynote: "Citizenship Education Today"

NO PARTICULAR VALUE . . . . .OF GREAT VALUE

1	2	3	4	5
		(3)	(6)	(16)

2. Mary Jane Turner - Overview of Citizenship Competencies Project

NO PARTICULAR VALUE . . . . OF GREAT VALUE

1	2	3	4	5
	(6)	(7)	(7)	(5)

3. Richard Remy - Description/Definition of Competencies

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
	(2)	(4)	(12)	(7)

4. Staff - Citizenship Competencies Checklist

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
(1)	(3)	(4)	(11)	(8)

5. Staff - Using checklist in workshops/small group work

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
(1)	(5)	(5)	(12)	(4)

6. Mary Jane Turner - Using the checklist in workshops

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
(3)	(3)	(8)	(8)	(6)

7. Richard Remy - The Principal and Citizenship Education

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
	(2)	(9)	(6)	(11)

8. Mary Jane Turner - Parents and the Community

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
	(3)	(6)	(11)	(7)

9. Staff - Using the Seven Competencies

NO PARTICULAR VALUE. . . . . OF GREAT VALUE

1	2	3	4	5
		(6)	(14)	(6)

III. What was there about this workshop you particularly liked?

IV. What was there about this workshop you particularly disliked?

V. State one thing you would do to improve this workshop.

EVALUATION SUMMARY (continued):

III. What was there about this workshop you particularly liked?

- "The keynote address. I would like to have had Dr. Patrick available througout the workshop."
- "Good handouts - no copyright."
- "The materials which provide ideas for use in workshop and instructional programs."
- "The Checklist"
- "Exposure to new approach to citizenship education."
- "Opportunity to meet new people working on related topics/ideas."
- "The concise manner in which the materials were presented and the genuine effort to make it useful to us.
- "Decision-tree activity - directly applicable."

IV. What was there about this workshop you particularly disliked?

- "Too much time spent on evaluating material with the checklist
- "Nothing"
- "Not enough specific information to give to teachers."
- "Lack of practical implementation methods."
- "Typed transparencies are impossible to read."
- "We did not really need to know the history and development of the project."
- "I got tired of sitting."
- "Good ideas but many are 'ivory tower' oriented and not practical for the average classroom teacher."
- "Didactic presentation"

V. State one thing you would do to improve this workshop.

- "Spend more time in materials analysis."
- "Less emphasis on the checklist."
- "Specific activities to implement the competencies."
- "More involvement for the participants."
- "Include a question-answer session, perhaps a panel of presentors and TEA staff."
- "Make larger overhead transparencies."
- "Tighten it up and shorten it."
- "More group work."

How could yo[illegible] the seven citizenship competencies, [illegible] checklist and other project products for workshops?

1. Help school personnel understand the heretofore vague term citizenship.
2. Help administrators understand that citizenship is their responsibility also and they are role models.
3. Use Parent Guide for PTA, PTO, Parent Advisory Committees, pre-school parents' groups.
4. Hold an awareness conference as an adjunct to textbook hearings.
5. In-service for teachers for: textbook evaluation, evaluation of instructional program, overall curriculum evaluation, and teacher self-evaluation in citizenship instruction.
6. To gather needs data.
7. Curriculum development
8. Use competencies to assess quality of materials when developing learning modules.
9. Have community organizations identify activities they might conduct in citizenship.
10. Used in developing 4c and other proposals.
11. To develop goals and objectives.
12. Instruction in textbook selection.
13. Analyze curriculum guides.
14. Aid in developing scope and sequence of citizenship skills.
15. The checklist could be correlated to the hierarchy of reading comprehension so that teachers and administrators will be able to understand that activities, questioning and strategies utilized to increase comprehension are the same as those listed in the seven competencies. The back-to-basics push can be complemented by the content teacher.

For what other activitie[illegible]lated to curriculum and instruction could the se[illegible]citizenship competencies, the checklist and other project products be used?

1. Parent Advisory Committee could use checklist.
2. Competencies could be used for settling disputes in a community over social studies programs.
3. Basics for planning or revising social studies program.
4. Individual teachers use checklist to self-analyze own social studies competencies.
5. Use checklist in other curriculum areas.
6. Planning citizenship program improvement in other districts.
7. Monitoring school districts as part of Texas Education Agency's coordinated onsite monitoring visit.

Questions that might be asked abou[illegible]ject products or ideas.

1. What is the justification for these specific competencies?
2. What kind of citizenship education program will these seven competencies require?
3. Activities geared to competencies?
4. Do materials/activities exist that address/develop these competencies at the appropriate grade levels, and if so where can they be obtained?
5. How am I going to have time for citizenship?
6. How are the parents going to know the pattern of the school curriculum?

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NCSS REGIONAL CONFERENCE NEWS

Great Lakes Regional Conference Dayton, Ohio March 13-15, 1980

NCSS Regional Conference set March 13-15

BASIC CITIZENSHIP COMPETENCIES: COMPARING CURRICULUM MATERIALS, ASSESSING CLASSROOM INSTRUCTION, AND SETTING GOALS

S 2:00 - 5:00 Stouffers Dayton Room

The clinic will be based on work recently completed by the Citizenship Development Program (Mershon Center, Ohio State University) and the Social Science Education Consortium (Boulder, Colorado) on basic citizenship competencies. Three documents will be distributed to participants: A Handbook of Basic Citizenship Competencies, an Instructional Guide, and a Parent Guide. These documents are based on seven citizenship competencies. Clinic participants should bring a statement of goals, a sample of instructional material currently used, and other items useful in analyzing and improving current citizenship instruction.

PLEASE NOTE:
The clinic is intended for K-12 teachers and supervisors. Fifty applicants will be selected, with preference given to those whose school districts are dealing with the problems of implementing citizenship education programs. Each clinic participant will receive a $60.00 stipend. Those who wish to apply should contact Judy Kies, Citizenship Development Program, Mershon Center (OSU), 199 West Tenth Avenue, Columbus, Ohio 43201. Please include your address, phone number, grade level and subject taught, and a brief statement describing any special activities or needs related to citizenship education in your school or district. (K-12)

Chair: Judy Kies, Ohio State University, Columbus, Ohio
Presenters: Richard C. Remy, Ohio State University, Columbus, Ohio
Mary Jane Turner, Social Science Ed. Consortium, Boulder Colorado

Dayton is Site

Dayton, Ohio will be the site of an official National Council for the Social Studies Regional Conference on March 13-15, 1980. Hosted by the Ohio Council for the Social Studies, the conference is co-sponsored by the Great Lakes Coordinating Committee representing the state councils of Ohio, Michigan, Indiana, Illinois, Wisconsin and Minnesota. Participation is expected to include as well social studies educators from the surrounding states of Pennsylvania, West Virginia, Kentucky, Tennessee and Missouri.

Billed as an NCSS Regional Conference, the event actually makes national leadership in social studies education easily accessible for area educators. Presenters involved in the three-day event are drawn from Washington, D.C. to Washington state and from Minnesota to Missis

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